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ABSTRACT

Documenting the impact of 1978-79 Community Resource Development (CRD) projects, this national study presents data in response to a congressional mandate calling for assessment of the consequences and effectiveness of Community Resource Development (CRD) projects. The report presents findings derived from questionnaires sent to 45 state CRD leaders, 720 randomly chosen extension workers, 14 CRD workers associated with 1,890 institutions, 39 case study contacts, 311 knowledgeables named by case study contact CRD workers, and 726 knowledgeables named by random sample and 1890 institution CRD workers. Part One discusses extension projects within a framework of accountability, and Part Two presents findings regarding what extension CRD purports to do. Part Three examines how CRD resources are used and what kinds of programs are conducted. Part Four analyzes impacts of CRD projects dealing with problem solving, facilities and services, public policies and issues, and family income, while Part Five presents the positive and negative consequences resulting from CRD projects for communities as a whole, as well as for special interest groups. Part Six describes responses concerning community support for CRD, followed by the summary and implications in Part Seven. A bibliography of references for future evaluations, copies of questionnaires used in the study, and a descriptive statement of CRD work in the U.S. complete the report. (JD)

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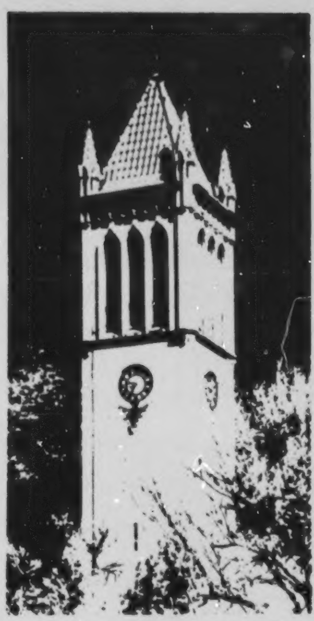
Impact of Extension's Community Resource Development Projects



A Study Involving State Program Leaders, Extension Workers, and Knowledgeable Citizens

Base Data Report

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Sociological Studies In Organizational Effectiveness
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Sociology Report No. 146

January 1980

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COMMUNITY RESOURCE DEVELOPMENT PROJECTS

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Cooperative Extension Service in Agriculture and Home Economics
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Co-Principal Investigators: Charles L. Mulford, Gerald E. Klonglan, Richard D. Warren, and Ronald C. Powers
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Table of Contents

Page

Executive Summary i

Acknowledgements 1

Part One: Introduction 3
  1. Accountability and the Congressional Mandate 4
  2. Evaluation Framework Utilized in Present Study 6
  3. Sources of Data and Study Limitations 9

Part Two: What Does Extension Say That CRD Workers Do? 14
  1. State Leaders' and CRD Staff's Responses to Methods of CRD 14
    a. Modes of CRD Work 14
    b. Processes Used in CRD Work 16
    c. Services Provided to Local Communities 17
    d. Program Development Processes 18
  2. Perceived Accountability 19

Part Three: Evidence Regarding What Extension CRD is Doing 21
  1. FTEs for Four Program Categories 21
  2. Use of Advisory Groups 21
  3. Projects Completed by CRD Staff in Last 18 Months . . 25

Part Four: Impact of Community Resource Development Projects 27
  1. Knowledgeables' Evaluation of Impact 27
    a. Helpfulness of Extension Programs 28
    b. Comparative Worthiness of Extension Services . . . 28
    c. Social Composition of Knowledgeables 29
  2. Community Changes Resulting from CRD Projects 32
    a. Community Problem Solving Capacity Projects . . . 33
    b. Community Facilities and Service Projects 34
    c. Public Policies and Issues Projects 36
    d. Family Income Projects 36

Page

3. Summary 39

Part Five: What are the Positive and Negative Consequences for Special Client Groups? 41

1. State Leaders' Perceptions of Positive and Negative Consequences 41
2. CRD Staff's Perceptions of Positive and Negative Consequences 43
3. Knowledgeables' Perceptions of Positive and Negative Consequences 45

Part Six: Community Support for Community Resource Development 48

Part Seven: Summary and Implications 52

References 60

Appendices . . . .

1. Community Resource Development State Program Leaders' Questionnaire . . . .
2. Community Resource Development Staff Questionnaire .
3. Knowledgeable Citizens' Questionnaire . . . .
4. A Descriptive Statement of CRD Work in the United States . . . .

EXECUTIVE SUMMARY

This report documents the efforts of the Sociology Department and the North Central Regional Center for Rural Development at Iowa State University toward conducting the congressionally mandated evaluation of the Extension Service. The memorandum of agreement called for Iowa State University "to develop and utilize studies that would provide and interpret evidence with regard to the social and economic consequences of CRD projects nationally."

Mailed questionnaires were sent during July of 1979 to State CRD Leaders in 47 continental states, to a random sample of 120 Extension personnel who had completed or nearly completed a CRD project in the past 18 months, to 53 Extension workers who were the local contact persons for case studies that were conducted, and to 14 CRD workers associated with 1890 colleges and universities. In addition, questionnaires were sent to knowledgeable persons outside of Extension. The sample of knowledgeables was obtained from two sources. Each Extension worker, who had completed or nearly completed a project, provided us with a list of ten persons outside of Extension who were knowledgeable about their CRD work. Extension staff who served as local contacts for 53 case studies of CRD projects completed by U.S.D.A.; Science and Education Administration (SEA), Extension, provided us with a list of persons interviewed during the case studies. Questionnaires for knowledgeables were also sent to these persons. The return rates for the mailed questionnaires were substantial.

Findings

The findings were used to answer three essential questions: First, what does Extension say that CRD workers do? Second, what is Extension

CRD actually doing? Finally, what is the impact of CRD projects?

What does Extension say that CRD workers do?

State CRD Leaders and CRD staff are in agreement with regard to the modes of CRD work, processes actually used most frequently, kinds of services provided to local communities, and how programs are typically developed. These issues are important because a lack of consensus could mean a lack of sense of direction and fragmented programs. With regard to perceived accountability, both State Leaders and CRD staff think that Extension is primarily accountable for the quality of its educational efforts but the responsibility for results or consequences (positive or negative) rests with local people.

Evidence regarding what Extension CRD is doing

State Leaders indicated that relatively more FTEs have been budgeted for Community Problem Solving Capacity projects and for Community Facilities and Services projects with less for Family Income projects and Public Policies and Issues projects. Completed CRD projects, described by CRD staff, most frequently focused upon aspects of Community Problem Solving Capacity or Community Facilities and Services. State Leaders and CRD staff reported that they relied upon a variety of advisory groups and individuals. CRD staff reported that they obtained information most frequently from clientele, county government or local officials, and from State CRD staff while they least frequently obtained information from County Extension Council members.

Impact and consequences of CRD projects

Knowledgeable citizens think that CRD projects are helpful, especially Community Facilities and Services and Community Problem Solving projects. Compared to other tax-supported services, knowledgeables think that CRD services are somewhat more worthy than other tax-supported services. Although a relatively high proportion of the knowledgeables had high income and educational levels, our analysis indicates that education and income are not highly correlated with their evaluations of CRD.

CRD staff reported a wide variety of community changes that have occurred in part because of CRD's help. Community Problem Solving Capacity projects and Community Facilities and Services projects resulted in changes for more communities than did other projects. Our interpretation is that at least a moderate degree of change has probably resulted because of CRD projects. But, have the changes resulted in positive and/or negative consequences for local citizens?

We asked State Leaders, CRD staff and knowledgeables to indicate the extent that each of nine (9) special client groups were likely to have shared directly in the positive and negative consequences resulting from Extension CRD's efforts to help communities reach their goals. The special client groups included: 1) low income, 2) racial/ethnic minorities, 3) small farmers, 4) managers, 5) youth, 6) senior citizens, 7) geographically-isolated, 8) local officials, and 9) the handicapped.

State Leaders perceived that all client groups shared positive consequences fairly equally, at a moderate level, with the exception of local officials who are viewed as being most likely to share positive consequences and the handicapped who are seen as being least likely to share in positive consequences. All client groups are perceived by State Leaders to share minimally in the negative consequences.

The CRD staff thought that each of the client groups was likely to share at least moderately in positive consequences, but local officials were seen as most likely to share positive consequences whereas the handicapped were viewed as least likely to share in positive consequences. According to CRD staff, none of the client groups were very likely to have shared directly in any negative consequences; however, local officials were seen as being most likely to have shared in negative consequences.

Knowledgeable citizens also perceived that all of the client groups were likely to have shared directly in positive consequences that result because of community changes. They saw local officials as being the most likely to have shared in positive consequences. Small farmers and youth were also perceived as being very likely to have shared in positive consequences. These perceptions may be related to the stereotype that Extension is for farmers and 4-H youth. Contrary to the views of State Leaders and CRD staff, knowledgeables indicated that racial/ethnic minorities were least likely to have shared in positive consequences, rather than the handicapped that were cited by the first two groups as least likely to benefit positively. Knowledgeables thought local officials and managers were most likely, and youth least likely, to have shared directly in any negative consequences.

Community support for CRD

Evidence of perceived community support were obtained from the knowledgeable questionnaires. At least moderate support exists. Knowledgeables indicated that: 1) local people participate in planning CRD programs, 2) participate in carrying out CRD programs, 3) have a clear understanding of CRD's mission, 4) CRD's programs are consistent with citizens' perceptions of their own needs, and 5) other agencies' community development activities are sometimes coordinated by CRD. The "understanding of CRD's mission" received the lowest evaluation compared to the other aspects of community support. In reference to the extent of the importance of community support, our analysis shows that the knowledgeables' perceptions of support were significantly correlated with their evaluations of the "worthiness" of CRD projects compared to other tax-supported projects and with their evaluations of the "helpfulness" of CRD projects.

Since this summary is a concise one, persons who wish to get a more comprehensive overview of the report may refer to Part Seven. That section also includes recommendations for future CRD evaluations and policy implications.

ACKNOWLEDGEMENTS

This project could not have been completed without the help of many people. Therefore, we are taking this opportunity to thank persons whose efforts were very beneficial. Richard Wheaton and Howard Tankersley of the U.S.D.A., Science and Education Administration, Extension were our research monitors and provided very useful suggestions and guidelines at every phase of this work. The CRD Advisory group included Austin Bennett, Maine; Mike Duff, Kentucky; Warren McCord, Alabama; Glen Pulver, Wisconsin; and Don Sorenson, Colorado. The Advisory group assisted in the overall design of this project and developed a preliminary set of impact indicators for our consideration. Leaders not only completed the questionnaires sent to them, but also aided us in the design of samples of CRD staff, and encouraged cooperation of CRD staff within their states.

Similarly, the cooperation and help that we received from the CRD staff who participated expedited the research. CRD staff completed questionnaires, provided lists of knowledgeable citizens, distributed a minimum of ten questionnaires to knowledgeables, and checked to see that knowledgeables' questionnaires were returned. We owe a great deal to the hundreds of knowledgeable citizens who took time from their busy schedules to complete and return the mailed questionnaires.

Gratitude must also be extended to several colleagues at Iowa State who read first drafts of questionnaires and offered suggestions for their improvement. These colleagues include Art Johnson and John Tait. In addition, we are appreciative of the efficient and competent help provided by Charlotte Latta, Supervisor of Computing area, and

Vimlesh Gupta, Keyentry Operator, in keypunching the data. Finally, we wish to thank the secretaries, Gayle Abramsohn, Barbara Case, and Diane Schultz who were involved in typing and retyping the questionnaires, helping with the mailing, and typing this report. The clerical assistance which they provided was invaluable.

PART ONE

INTRODUCTION

The Sociology Department and the North Central Regional Center for Rural Development at Iowa State University have participated in the national evaluation of the socio-economic consequences of the Extension System's Community Resource Development (CRD) projects during 1979.

U.S.D.A. and the Cooperative State Extension Service undertook this comprehensive Congressionally mandated evaluation of the programs of the Extension to: 1) determine the socio-economic consequences of Extension programs, and 2) to identify strategies for improving program evaluation procedures used by U.S.D.A.; Science and Education Administration (SEA), Extension; and the State Cooperative Extension Service. The mandate required an analysis of both positive and negative socio-economic consequences that result in part from Extension's efforts. The memorandum of agreement between U.S.D.A.; Science and Education Administration (SEA), Extension; and Iowa State University specified that Iowa State University would: "1) consult with the CRD Evaluation Task Force, 2) develop and utilize studies to obtain relevant data from a statistically sound sample of CRD relevant state personnel, an appropriate number of county personnel, and other knowledgeables that will correlate with the findings from case studies of CRD projects conducted by U.S.D.A. during 1979, 3) interpret and report the results with regard to the social and economic consequences of CRD programs nationally, and 4) assess the usefulness of the methodologies employed and the findings for future evaluation of extension programs."

We are using this opportunity to discuss our procedures and to present the base data results. In this section, we will briefly discuss

Extension projects within a framework of accountability and the Congressional Mandate. We will also discuss our evaluation framework, this study's limitations, and the sources of data used. In Part two findings will be presented regarding what Extension CRD purports to do. In Part Three we will present data to show what Extension CRD does, and in Part Four we will present and discuss data that relate to the impact and consequences of CRD projects. Positive and negative consequences for special client groups are presented and discussed in Part Five. The level of community support for CRD is presented in Part Six and our summary and implications appear in Part Seven.

Accountability and The Congressional Mandate

Accountability is and should be a concern of public agencies. Traditionally, demands for accountability have come primarily from elected officials and from interest groups but we are also beginning to see "average citizens" demand accountability. In response to these expectations a variety of strategies have been developed by agencies to demonstrate their accountability.

Accountability refers to "external" expectations and demands for evaluative evidence regarding the worth of programs and projects (Pipham, 1975). In our view, accountability requires providing evaluative evidence regarding the intended and unintended consequences of programs. It is a multi-dimensional concept and may imply different things to different persons. Therefore, we wish to point out to persons in Extension and to persons outside of Extension the necessity of being aware of various aspects of accountability. It is important to consider what accountability includes as well as how accountability can be demonstrated.

Mortimer (1973) identified two fundamental domains of meaning of accountability; effectiveness and efficiency. Alkin (1973) points out that goal, program, and outcome accountability are subsumed under the effectiveness domain. Goal accountability has to do with the appropriateness of agency goals while program accountability addresses the adequacy of strategies and techniques used to accomplish goals and objectives. Outcome accountability refers to the extent to which declared goals and objectives are reached. The efficiency domain of accountability subsumes process and fiscal accountability. Process accountability has to do with the proper use of funds and cost ratios.

Accountability and evaluation are not synonymous; however, accountability presupposes evaluation. That is, evaluation can be employed as a tool to achieve and demonstrate accountability (Mulford, et.al., 1977). Scriven (1967) has coined the terms "formative" and "summative" to make the critical distinction between evaluation that is designed to improve programs and projects while they are still in process or fluid (formative), and evaluation that is designed to assess the effects of programs and projects after they have been firmly established (summative). Formative evaluation stresses that evaluation should improve decisionmaking and the quality of programs and projects. Steele (1973:27) points out that "evaluation that influences ongoing development in the program has great value . . . it improves and gives immediate benefits." Traditionally, however, most evaluations have been summative in nature.

The mandate which authorized this study is quite consistent with federal evaluation policies and approaches. In their discussion of federal evaluation policy, Wholey and colleagues (1975) state that evaluation must ask more than, "Is the program meeting its objectives?" Consideration must also be given to an estimation of the important side effects caused by programs. The United States General Accounting Office (GAO) has provided guidelines that specify the nature of comprehensive evaluation measures and of the process of program evaluation. Comprehensive measures (United States General Accounting Office, 1976:14-16) should: 1) quantify the extent to which objectives are met (effectiveness), 2) capture qualitative aspects of the consequences, 3) quantify, to the extent possible, unintended consequences and side-effect measures, and 4) quantify differences the programs make for beneficiaries and for cost bearers. Program evaluation as a process (United States General Accounting Office, 1978: 23-24) has to do with an appraisal of the manner and extent to which programs are: 1) achieving stated objectives, 2) meeting performance perceptions and expectations of public officials, interested groups and/or publics, 3) producing other significant effects of either a desirable or undersirable character to assist future policy and management decisions. Finally, to avoid "black box" work, e.g. only looking closely at inputs or outputs, attention should be given to how programs are developed and implemented. Program development processes are crucial. In particular, evaluation should analyze the variables under the control of responsible managers. The perspectives taken by GAO are also consistent with models of evaluation found in current evaluation and community development literature. Our goal here is to specify the model we used to organize this evaluation of CRD projects.

Evaluation Framework Utilized in Present Study

One of the most important developments in recent years has been the questioning of a public interest. Warren (1978:375-377) points out that it is wrong to assume that a single public interest exists and wrong to assume that the interest of the community as a whole doesn't conflict with any of its subsystems. In other words, the results of efforts to change some aspect of the community will almost always be viewed as "beneficial" by some and "bad" by others. Tripodi and Fellin (1971:46) point out that an evaluation of change should consider both desirable and undesirable consequences. In addition, they point out that unintended consequences frequently result. For example, community changes might impact community cohesiveness, cause conflict, and lead to increased or decreased activity levels of local organizations and agencies. Lastly, Tripodi and Fellin note that evaluative data may be needed to evaluate these aspects of change.

The criteria to use when evaluating community change efforts is crucial. Glennan (1972:177-180) clearly points out that program benefits often can't or shouldn't be solely expressed in monetary terms. He further notes that reliance upon economic benefits -- cost analyses of manpower programs -- have led to great variability that has discredited benefit-cost analyses. Different evaluations of Job Corps using essentially the same economic data have led to estimates of benefit-cost ratios ranging from 0.3 to 5.0. Hence, Glennan advises that any analysis of benefits for some groups should also look into possible costs for others.

Katz and colleagues (1975:185-186) also question the usefulness of economic benefit-cost analyses when evaluating public agencies. In their pioneering analysis of the satisfactions of adult Americans with public agencies they make a strong case for reliance upon client reactions and satisfactions, and state that these may be the ultimate criteria. Katz and his colleagues call for using samples of personnel at various levels and samples of clients to get at efficiency, fairness and adequacy of operations. They call for efforts to match agency personnel with clientele in order to relate responses of clients to the realities of programs being administered. It is interesting to note that this study found that nearly two-thirds of the adults questioned expressed satisfaction rather than dissatisfaction with public agencies, and the demographic characteristics of clients were rather poor predictors of satisfaction. Agencies that used uniform application of services to specified entitlements and a clear set of eligibility requirements were evaluated positively by clients.

Pennings and Goodman (1976) indicate that external constituencies exist for many organizations and agencies. External constituencies sometimes provide needed resources, utilize resources provided, and frequently evaluate programs and services. They also observed that few actual studies of constituencies have been done. It is our observation that the Extension Service is quite dependent upon constituencies. This being the case, evaluations obtained from persons outside the Extension System are essential for the mandated evaluation. Holzer (1976) indicates that while managers of government agencies have no general indicators of efficiency comparable to profit-loss statements, measures of "effectiveness of output" can be developed in terms of quality, utility, social benefit or client satisfaction that are analogous to the sales and profit data for the private sector. It is also noted that ratios of client satisfaction to program cost or resources could be used. Winnie and Hatry (1972) have called for surveys to gauge consumer perceptions of local government services.

In an attempt to synthesize the literature and to provide some evaluation guidelines for Extension System personnel, Mulford, et.al. (1977) suggest that effectiveness is not a single outcome or state of affairs, that it may be necessary to look into other aspects of effectiveness in addition to productivity and efficiency. It may be necessary to obtain data from persons outside of Extension to measure inputs to program development, to measure the relative amount of public support for the Extension System, and to obtain evidence of satisfaction. Questions sometimes asked by persons outside of the Extension System when they evaluate it include, "Are the programs appropriate?" and "Are all relevant audiences reached?" In addition, persons sometimes ask, "What are the benefits for various groups?" "How effective are programs?" and "How worthy are programs compared to those of other agencies?"

In view of suggestions provided in social science literature and governmental documents regarding evaluation criteria and approaches, the model that we have developed and used in our analysis of CRD projects emphasizes these features:

-Consideration of positive and negative consequences for diverse audiences and groups.

-Consideration of intended and unintended consequences.

-Collection of data to obtain estimates of economic and noneconomic impact.

-Utilization of data from persons outside Extension for measures of satisfaction and effectiveness to complement data obtained from personnel at various levels in Extension.

Sources of Data and Study Limitations

We developed and used three different questionnaires that were mailed to personnel in the Extension System and to persons outside of Extension to obtain the data used in our analyses. Mailed questionnaires were sent during the month of July 1979 to State Leaders in 47 continental states that have a funded CRD Extension program. In addition, during the month of August 1979, questionnaires were sent to a random sample of 120 Extension personnel who had completed or nearly completed a CRD project in the past 18 months. State Leaders provided us with a complete list of all personnel who met those criteria. The number of personnel selected from each state was proportionate to the state's total of the approximately 1,400 CRD personnel in the United States.

A third group of questionnaires was sent to 53 Extension workers who were the local contact persons for case studies of CRD projects conducted by U.S.D.A. during 1979 and to 14 1890 college and university CRD workers. Each of the 120 Extension workers who were selected in the random sample and the 1890 CRD workers provided us with a list of ten persons outside of Extension who were knowledgeable about their CRD work. These Extension workers were asked to include one person from banking, local government, local media, and the County Extension Council among the ten knowledgeables. We hoped that inclusion of the four persons from banking, government, media, and the County Council would ensure having at least some citizens who were knowledgeable about the whole community and could therefore take a broad perspective when they evaluated CRD projects. The knowledgeable citizens questionnaire was also sent to all persons outside of Extension who had been interviewed during the 53 case studies who had agreed to complete a questionnaire.

Reminder letters were sent twice to encourage the State Leaders, Extension CRD workers, and knowledgeable citizens to fill out the questionnaires and return them to us. The number of questionnaires sent, returned, and the return rates are shown below in Table 1. It is clear that the response rates were considerably greater than ordinarily experienced in survey research studies (see Kerlinger, 1973:414). These response rates add to the confidence that we can have in the representativeness of units from which data were actually obtained.

Table 1. Populations, Samples and Return Rates for National CRD Study

Subjects Sent Questionnaires:	Population	Sample	Number Returned	Percent
1. State Leaders	47	47	45	96%
2. Random Sample and 1890 CRD Workers	1,428	134 (Included 120 Random and 14 1890's)	113	84%
3, Case Study Contact CRD Workers	53	53	39	74%
4. Knowledgeables named by Case Study Contact CRD Workers	501	501	311	61%
5. Knowledgeables named by Random Sample and 1890 CRD Workers	1,340	1,340	726	54%

There are two major limitations of this study which should be kept in mind as persons read and evaluate this report. The first limitation is related to the fact that data were collected regarding completed or nearly completed CRD projects and therefore limits the researchers to undertaking a summative rather than a formative evaluation. This means that any insights provided by the evaluation will only be useful to managers and others for application relative to future projects. Also, restricting data collection to completed or nearly completed projects automatically excluded collection of information about projects that were not successful.

A second limitation is related to the fact that knowledgeable citizens, who served as respondents in this study, were named by Extension workers. This procedure of selecting knowledgeable respondents created chances for bias that were favorable to the Extension system. Several factors were deliberated prior to the decision to use Extension nominees. For example, the fact was considered that there is no official roster of all Extension clientele in the nation. A random sample of all U.S. citizens would be inadvisable in that such a sample might result in too many persons who were not knowledgeable enough about CRD to adequately evaluate its programs. Even if the populations of all knowledgeable persons were known for each Extension worker's geographical area, the selection of random samples from these areas would have been extremely difficult, if not impossible, to develop within the time and budget constraints of this study. After deliberations such as these, it was decided the Extension worker nomination system was the only practical means of collecting data from informants external to the Extension system. In view of these limitations, readers, who are concerned about possible positive bias, should remember that positive results may not in actuality be as positive as presented while negative results may be somewhat more negative than the presented results.

We would like to point out that in this base data report, our primary focus will be upon State Leaders, CRD staff included in the random sample and the 1890 sample, and knowledgeable citizens named by the random sample and 1890 CRD staff. For simplicity purposes, random sample and 1890 CRD workers will be referred to as CRD staff, hereafter, in this report. Readers who are interested in data collected from other respondents may refer to the appendices where the mean response for each item in each questionnaire is presented for all persons who completed the mailed questionnaires (i.e., including the CRD staff who were contacts for the case studies conducted as part of the national evaluation and the knowledgeable citizens who were interviewed during the case studies). An examination of the data in the appendices will show that the responses of Extension workers who were the local contacts for the case studies and the responses of those who were interviewed during the case studies are quite similar to those from the random sample of CRD staff and the knowledgeables named by them.

PART TWO

WHAT DOES EXTENSION SAY THAT CRD WORKERS DO?

Here, we considered these questions: What does Extension say that CRD workers do? What are the methods of CRD? How do CRD workers help local communities? The data reported here come from the responses of 45 State CRD Leaders and from 113 CRD staff members.

State Leaders' and CRD Staff's Responses to Methods of CRD

A Descriptive Statement of CRD has been prepared by the CRD advisory group. The Descriptive Statement describes CRD in the United States and discusses the ways that CRD workers help communities (see Appendix 4). Is there a consensus among State Leaders? To what degree do State Leaders and workers share a common orientation toward CRD? This question is important because a lack of consensus could mean a lack of sense of direction and fragmented programs. A copy of the Descriptive Statement was sent to each State Leader. State Leaders were asked two general questions about the Descriptive Statement in the questionnaires sent to them. They were asked to indicate the extent they generally agreed with the statement and the extent the statement is supported by the majority of CRD professionals in Extension. The mean scores on a 0-10 scale for these two items are 8.3 and 7.6, respectively. These data indicate that the State Leaders generally agree with the statement and think that is supported by most CRD professionals.

Modes of CRD Work

Three modes of working with local communities were discussed in the Descriptive Statement. State Leaders were asked to indicate on a

0-10 scale the degree to which the modes accurately describe those used in their respective states and they were also asked to rank-order the modes with regard to how frequently they are used. The Descriptive Statement was not sent to CRD staff, but they were asked to evaluate and rank-order the three modes that were presented and described in the CRD staff questionnaire. The CRD staff were also asked to evaluate the processes used in CRD and the major services provided for communities. The three modes of working with local communities are presented below in Table 2.1 with the evaluations given by the State Leaders and CRD staff.

Table 2.1 Evaluation of Modes by State Leaders and CRD Staff

	State Leaders*		CRD Staff*	
Modes:	Evaluation	Rank	Evaluation	Rank
1. Create organizations and provide direct leadership	7.6	3	4.9	3
2. Provide organizational and leadership training	8.4	1	7.2	2
3. Facilitate and support organizations and leaders	8.6	2	8.4	1

*"Rank" for Tables 2.1-2.4 refers to frequency of use.
"Evaluation" indicates degree items accurately describe.

State Leaders used a 0-10 scale to indicate their perceptions of how accurately the modes listed describe those actually used by CRD staff in their states. CRD staff used a 0-10 scale to indicate the degree to which the modes listed accurately describe those modes they in fact use. In addition, State Leaders ranked the modes with regard to how frequently they are used by CRD staff in their states and the CRD staff ranked them with regard to how frequently they personally used the mode. Our summary of the ranks given was obtained by adding the number of times each mode one ranked first or second most frequently by the State Leaders and CRD staff. CRD staff evaluated mode 1 (create organizations and provide direct leadership) somewhat lower than did State Leaders (e.g., 4.9 as compared to 7.6). Both the State Leaders and CRD staff rank "create organizations and provide direct leadership" third with regard to frequency of use. The difference between the evaluations and relative rankings for the other two modes are not striking.

Processes used in CRD Work

Five processes were described in the Descriptive Statement, which State Leaders read and in the CRD questionnaires. State Leaders and CRD staff were asked to evaluate and rank order the five processes that Extension aims at through its educational efforts. The same instructions were followed here as were followed in the evaluation and ranking of the modes. A summary of these data are presented in Table 2.2. The mean evaluations and the ranks of the processes given by the State Leaders and CRD staff are quite comparable. Both sets of respondents indicate that the main processes aimed at through their CRD work are explicating problems, identifying resources, and integrating people into decisionmaking. Both sets of respondents indicate that integrating internal and external resources, and integrating those who own the problems into the community decisionmaking process occur less frequently.

Table 2.2 Evaluation of Processes by State Leaders and CRD Staff

	State Leaders		CRD Staff	
Processes:	Evaluation	Rank	Evaluation	Rank
1. Explicate problems, needs, aspirations, and directions for solutions	8.3	1	8.0	1
2. Integrating people into the decision making process	8.0	3	7.8	2
3. Identifying internal and external resources	8.6	2	7.9	3
4. Integrating internal and external resources	8.0	5	7.2	5
5. Integrate those people in the community who own parts of the problems into the community decision making process	7.5	4	7.1	4

Services provided to local communities

State Leaders and the CRD staff also evaluated and ranked how frequently three kinds of services are provided by CRD. The results of these evaluations are presented in Table 2.3. All three sources received high evaluations but both the State Leaders and CRD staff ranked "provide information" as the services provided most frequently by CRD.

Table 2.3 Evaluations of Services by State Leaders and CRD Staff

Services:	State Leaders Evaluation	State Leaders Rank	CRD Staff Evaluation	CRD Staff Rank
1. Provide information	8.7	1	8.7	1
2. Generate information	7.7	2	8.7	3
3. Demonstrate and encourage use of information	8.1	3	8.2	2

Program development processes

State Leaders were asked to evaluate how accurately the three modes of program development discussed in the Descriptive Statement describe how programs are developed in their states. They were also asked to rank program processes with regard to how frequently they were used. A summary of these data are presented in Table 2.4. State Leaders indicated that program development most typically involved citizens' group initiated programs, and the programs initiated by local governments and by Extension occurred less frequently.

Table 2.4 Evaluation of Program Development Processes by State Leaders

Processes:	Evaluation	Rank
1. Citizens' group initiated programs	8.4	1
2. Local governments initiated programs	8.1	Tie for 2
3. Extension initiated programs	7.9	Tie for 2

Perceived Accountability

The accountability of both Extension and communities was described in the Descriptive Statement. It is possible that some think that CRD should be held accountable for the quality of its educational efforts and for the consequences or results of decisions that are affected by CRD educational programs. We were interested in what those in Extension think about accountability for CRD. We asked the State Leaders and CRD staff two questions about accountability. One question asked about the degree to which Extension should be held "accountable for the quality of its educational efforts" and a second question asked about the degree to which "the responsibility for results or consequences (positive or negative) rests with local people . . . to the extent that they have facts/knowledge needed to predict and assess the consequences." The mean responses for State Leaders to the two items were 8.8 and 9.4, respectively, while the mean responses for CRD staff were 8.3 and 8.4. Thus, in terms of accountability, Extension CRD leaders and staff were in agreement. They both indicated that Extension is accountable for the quality of its educational efforts, but communities are accountable for the consequences that result from decisions affected in part by CRD educational programs.

In summary, we have found that Extension CRD Leaders and CRD staff stated that their primary modes of working with local communities included providing organizational and leadership training, and facilitating organizations and leaders. The most important processes Extension CRD aimed at were explicating problems, needs, and aspirations; identifying resources; and integrating people into decisionmaking. The most frequent service involved providing information to communities. State Leaders indicated that program development most typically focused upon citizens' group initiated programs. New organizations were seldom created by CRD staff. Finally, State Leaders and CRD staff thought that Extension should be held accountable for the quality of its educational efforts but local people are responsible for the results or consequences of decisions affected by CRD educational programs.

PART THREE

EVIDENCE REGARDING WHAT EXTENSION CRD IS DOING

In this section we will examine how CRD resources are actually used, and the kinds of programs being conducted by CRD. First, we will examine how full-time equivalent budgeted positions (FTEs) are allocated by states. Then, we will discuss how advisory groups are used for priority-setting. Finally, we will examine the kinds of projects that have been completed in the last 18 months.

FTEs For Four Program Categories

State Leaders were asked to specify the average number of Extension staff years (FTEs) budgeted during 1974-78 and the FTEs budgeted for 1978 for the four program categories: 1) Family Income, 2) Community Facilities and Services, 3) Public Policies and Issues, and 4) Community Problem Solving Capacity. These categories are being used by Extension to categorize the various kinds of community consequences that result in part from Extension's efforts to help communities. The mean FTE information for all states is presented in Table 3.1.

Most Extension staff years are being and have been budgeted for increasing community problem solving capacity and for helping communities secure additional facilities and services. Fewer staff resources are being and have been budgeted for family income programs and for programs that address public policies and issues.

Use of Advisory Groups

Inputs from advisory groups can provide information about the needs of local communities and can provide suggestions about the kinds of projects that should be developed by Extension. Items on the questionnaires sent to State Leaders and CRD staff asked about the extent to which advisory groups were used. The State Leaders and CRD staff used

Table 3.1 Mean FTEs Budgeted for 1974-1978 and Mean Actual FTEs Budgeted for 1978 by States.

Program Categories:	Mean Number FTEs Budgeted 1974-78 By States	Mean FTEs Budgeted for 1978 By States
1. Family Income - assisting leaders and rural citizens to recognize, pursue, and make available income producing opportunities for rural people.	4.33	5.02
2. Community Facilities and Services - professional organizational, leadership, and management assistance to community leaders, citizens groups, local governing officials and planning and development organizations in acquiring needed community facilities and services.	6.67	6.80
3. Public Policies and Issues - assisting rural citizens and governing officials in their efforts to understand relevant public issues and to influence the formulation of public policies affecting them.	4.02	4.80
4. Community Problem Solving Capacity - enhancing the institutional, organizational, and leadership capacities of rural communities to involve citizens in development efforts; to define and meet their own needs; and make public programs and private initiatives meet their needs.	7.58	9.22

a scale of 0-10 to indicate how frequently advisory groups were used with 0 meaning "never" and 10 meaning "frequently". The mean responses for State Leaders and CRD staff are presented in Tables 3.2 and 3.3.

Table 3.2 Advisory Groups Used by State CRD Leaders

Information Sources:	Mean Frequency of Use
1. Advisory Boards or representatives from citizens' groups.	7.4
2. Attend meetings of state agencies or conventions	7.5
3. Other CRD staff at local or district level	8.8
4. Field CRD personnel	8.8
5. Local governing agencies or representatives of state or federal government at the local level	7.2

A wide variety of advisory groups are used by Extension. State Leaders obtained information most frequently from CRD staff at the county (area) level and from field CRD personnel. State Leaders also reported that they occasionally to frequently obtain information from advisory boards, attend meetings of state agencies or conventions, and involved local governing agencies or representatives of state or federal agencies.

CRD staff obtained information least often from County Extension Council members and from area or district supervisors or program persons. Information was obtained most frequently from clientele, county governments or local officials, and potential clientele. The average

CRD staff member received information at least occasionally from all of the information sources listed on the questionnaire.

Table 3.3 Advisory Groups Used by CRD Staff

Information Sources:	Mean Frequency of Use
1. State CRD Staff	7.1
2. Area or district CRD supervisor or program person	6.2
3. Other Extension Staff who work in county (area)	6.9
4. County Extension Council Members	5.6
5. Clientele	7.9
6. Potential clientele or individuals that speak for them	7.3
7. Through participation in community affairs other than those sponsored by Extension	7.0
8. County government or local governing officials, state and federal government agencies	7.5
9. State of federal government	6.4
10. Other (specify)	6.8

The knowledgeable citizens were also asked about the involvement of citizens in providing information to Extension CRD staff. The citizens were asked to indicate on a 0-10 scale to what extent people in their county "take an active part in carrying out CRD programs with Extension staff members." The mean responses for citizens to these two questions are 6.1 and 6.4

In summary, the data obtained indicate that State Leaders and CRD staff reported that they occasionally to frequently obtain information from advisory groups. Local citizens also reported that local persons in their county (area) took an active part in planning and carrying out CRD programs at least on an occasional basis.

Projects Completed by CRD Staff in Last 18 Months

The kinds of projects that CRD staff reported having completed during the last 18 months provide essential information for understanding "what CRD Extension staff actually do." Each CRD staff member was asked to describe his/her project and to categorize it in terms of four program categories. The kinds of projects completed are presented in Table 3.4. Projects most frequently were intended to increase community problem solving capacity, or to provide additional facilities or services. Only 16% of the projects were intended to influence family

Table 3.4 Kinds of Projects Completed by CRD Staff During Last 18 Months

Kind of Projects:	Number*	Percent of 113
1. Community Problem Solving Capacity	55	49%
2. Community Facilities and Services	42	37%
3. Public Policies and Issues	34	30%
4. Family Income	18	16%

*Because some projects relate to more than one program category, the total number does not equal 113.

incomes and only 30% were addressed to public policies and issues. These data for completed projects are consistent with the data that show how State Leaders budget staff positions (see Table 3.1). Extension CRD programs and projects most typically are oriented toward increasing the problem solving capacity of communities and helping them secure facilities and services.

PART FOUR

IMPACT OF COMMUNITY RESOURCE DEVELOPMENT PROJECTS

In this section, we will analyze the impact of CRD projects. Data obtained from the mailed questionnaires completed by CRD staff and knowledgeable citizens were used in this analysis. The positive and negative consequences that result from CRD projects for special audience/ client groups will be presented in Part Five.

Knowledgeables' Evaluation of Impact

First, we will discuss impact from the point of view of knowledgeables. Then we will analyze data regarding CRD staff's perceptions of the kinds of community changes that have occurred in part because of their CRD efforts. As we have already noted in Part One of this report, it is very appropriate to utilize the perceptions of knowledgeable persons outside of Extension to evaluate CRD efforts.

Two questions were asked to obtain the knowledgeables' perceptions of CRD impact. First, knowledgeables were asked to indicate how well Extension CRD staff provide services to help citizens and communities make decisions and take actions for each of the four program categories. A scale of 0-10 was used to evaluate the services provided, with 0 meaning that the services "Do not help" and 10 meaning "Help very much." In addition, the knowledgeables were asked to make a comparative evaluation of the services provided by Extension CRD relative to other tax-supported services. Knowledgeables used a 0-10 scale to record their answers, with 0 meaning "less worthy than other tax-supported services," 4-6 meaning "equally worthy," and 10 meaning "more worthy than other tax-supported services."

Helpfulness of Extension programs

Our analysis of the data presented in Table 4.1 indicates that the knowledgeables thought that each of the four program categories of CRD was helpful but thought that the services provided in relation to Community Facilities and Services and to Community Problem Solving Capacity are relatively most helpful. Note, however, that the mean evaluations for the program categories ranged from 6.4 to 7.5 which indicates that each of the categories of programs was viewed as at least moderately helpful. These evaluations by knowledgeables are consistent with the FTE resources budgeted by State CRD Leaders. That is, relatively more staff resources were budgeted (see Table 3.1) to the categories of programs that were evaluated as most helpful by knowledgeable citizens.

Table 4.1 Perceived Helpfulness of Four Categories of CRD Programs

	Program Categories:	Mean Perceived Helpfulness
1.	Family Income	6.5
2.	Community Facilities and Services	7.5
3.	Public Policies and Issues	6.7
4.	Community Problem Solving Capacity	7.1

Comparative worthiness of Extension services

The comparative evaluation of CRD services, relative to other tax-supported services, adds a second dimension to impact from the point of view of knowledgeables. The mean score for the question that asked about the "worthiness" of CRD services compared to other tax-supported services is 7.3. This result means that, compared to other tax-supported services, knowledgeable citizens perceived that CRD services provided by Extension were somewhat more worthy than other tax-supported services.

Because the perceptions of knowledgeables could possibly be related to their socioeconomic position, we thought that it was essential to take these factors into account in our analysis. We were particularly concerned about whether the four categories of knowledgeables, that we required CRD staff to name, (i.e., banking, government, media, and County Council), would consist of a core of knowledgeables in one rather than diverse socioeconomic groups. We sought to determine if the sample of knowledgeables is biased in favor of persons with high income and education despite the fact that CRD staff could name any six persons of their choice, in addition to the four who were required.

Social composition of knowledgeables

An analysis of the data in Tables 4.2 and 4.3 indicates that most of the knowledgeables are middle to high on both income and formal education. Relatively more of the required knowledgeables from media and banking have higher levels of education and total family income than do the other knowledgeables. Although 335 (76%) of knowledgeables voluntarily named by CRD staff have some college, 49 (83%) of those from media and 59 (84%) of those from banking have some college. There are similar results for total family income. Although 191 (44%) of the other knowledgeables have incomes over $20,000, 29 (57%) of the respondents from media and 43 (64%) of the respondents from banking have incomes over $20,000. These data indicate that although the CRD staff did not systematically seek out other knowledgeables who had high levels of education and income, a high proportion of those required and voluntarily selected had high levels of education and incomes.

Table 4.2 Formal Education of Knowledgeables Who Completed Mailed Questionnaires

Formal Education in Years:	Required Knowledgeables: Extension Council or Board	Media	Banking	Local Government	Other Knowledgeables	Total
Grade School	2	0	0	2	11	15
High School	21	10	11	24	95	161
Some College	58	49	59	40	335	541
Total	81	59	70	66	441	717

Table 4.3 Total Family Income of Knowledgeables Who Completed Mailed Questionnaires

Total Income:	Required Knowledgeables: Extension Council or Board	Media	Banking	Local Government	Other Knowledgeables	Total
up to $9,999	14	11	4	13	90	132
$10,000 to $19,999	33	17	20	26	155	251
$20,000 and higher	31	29	43	24	191	318
Total	78	57	67	63	436	701

Because approximately 60 percent of the total number of knowledgeables, who completed the questionnaires, had high levels of education and income, we felt that it was necessary to determine the degree to which the perceived "helpfulness" of services and "worthiness" compared to other tax-supported services are correlated with education and income. In other words, do the most positive evaluations of impact come from socio-economic "elites"?

The zero-order correlations between perceptions of impact and education level and income level are presented in Table 4.4. The level of significance for each correlation is presented in parentheses below the correlation. First, note that the correlations are all low.

Table 4.4 Zero Order Coefficients of Correlation Between Perceived Impact and Formal Education and Total Family Income of Knowledgeables

		Helpfulness of:			
Characteristics of Knowledgeables:	"Worthiness" Compared to Other Tax-Supported Services	Family Income Programs	Community Facilities and Services Programs	Public Policies and Issues Programs	Community Problem Solving Programs
Formal Education	.098 (.009)	-.164 (.000)	-.040 (.288)	-.095 (.012)	-.081 (.032)
Total Income	.094 (.014)	-.089 (.020)	-.047 (.217)	-.080 (.035)	-.072 (.059)

This means that knowledgeables' education and total family income are not highly correlated with their perceptions of the "worthiness" of Extension compared to other tax-supported services or to the "helpfulness" of the services provided. In fact, the correlations with helpfulness, although statistically significant, are negative. This means that there is a tendency for high status knowledgeables as a group, to evaluate the services less highly than others of less status. Education and income are significantly correlated with "worthiness" but the correlations are quite low. The best interpretation to give the correlations in Table 4.4 is that they do not show any meaningful association between the knowledgeables' evaluations of CRD programs and their level of education and total family income. These results are quite consistent with those of Katz and his colleagues (1975:184-186) who have conducted an evaluation of the public's perceptions of government agencies. Katz and colleagues reported that a major finding related to the evaluation of services was the fact that demographic characteristics of clients were rather weak predictors of satisfaction.

Community Changes Resulting from CRD Projects

Now we turn to an analysis of CRD staff's perceptions of community changes that have occurred in part because of CRD's help. We pointed out in the questionnaire for CRD staff that we did not wish to ask them to claim "too much credit" for community changes. We did not ask them to state that their CRD project was the only cause of change. Instead, we asked them to indicate which changes occurred in part from CRD's help. First, we asked each CRD staff person to describe his/her major CRD project during the past 18 months. Then, we asked the staff member to describe the nature of the project in reference to the four program categories used in the national evaluation. Some of the projects included aspects of more than one program category. Most projects involved aspects of Community Problem Solving Capacity or Community Facilities and Services. Only 16 percent of the completed projects involved aspects of Family Income, and 30 percent involved Public Policies and Issues. These results are consistent with the resources budgeted by State Leaders (see Part Three) and with the evaluations of knowledgeables discussed in this part of the report. That is, most resources are budgeted in Community Problem Solving Capacity, and Community Facilities and Services. Relatively more of these kinds of projects have been completed, and the knowledgeables rate the impact of these services somewhat more highly than they do the services in Family Income and Public Policies and Issues.

With the help of the CRD Advisory Group, through discussions with various State and Area CRD staff, and based upon a review of the literature, we developed an extensive number of kinds of community changes that might in part be related to CRD projects. We will report the mean values for each change variable. Whether or not these changes are "good" or "bad" for citizens and communities depends upon one's own value system. For example, an increase in the number of jobs might be "good" from the point of view of workers but might mean that employers would have to compete for workers, a situation which they might consider "bad". Perceptions about the positive and negative consequences for special client/audience groups will be discussed in Part Five.

Community Problem Solving Capacity Projects

The data in Table 4.5 pertain to changes associated in part with Community Problem Solving Capacity projects. Seventy-seven projects, 68 percent of 113 projects analyzed, involved leadership training for citizens. The typical project resulted in 160.1 citizens being trained. A mean number of 60.3 elected officials were also trained. From the data presented in Table 4.5, one observes that many action groups were formed or assisted (11.1 per project), and many action groups were helped to improve their operations. In 73 of the 113 projects studied, 6.3 surveys per project were conducted, 2.1 government organizations were formed, and 1.7 local governments were helped to develop master plans. The CRD staff indicated that few groups or individuals were excluded from planning and decisionmaking during the projects, few decisions were made only by elites, and the projects resulted in more community organizations cooperating in community development work. The changes described in Table 4.5 for Community Problem Solving Capacity projects occurred more frequently than any other kinds of change (e.g., the number of projects for which changes are reported are greater than for any other kinds of change reported in Tables 4.5-4.8). This means that the most typical project described by CRD staff was one involving Community Problem Solving Capacity. The increase in problem solving capacity can lead to many specific actions by communities in later years.

Community Facilities and Services Projects

About 40 percent of the 113 projects involved one or more of the changes reported in Table 4.6. The most impressive changes related to facilities and services were the increased numbers of families served by newly created facilities and services (e.g., a mean of 30.8 percent for the 44 projects). In addition, for 45 projects, it was reported that a mean increase of 20.0 percent in the number of firms served was achieved. Gains were also reported for the percent of water systems, sewer systems, and solid waste systems that now meet standards. Although the CRD staff reported increases in assessed value of real property, in utility rates, and in real estate values, one observes that

Table 4.5 Changes Resulting from Community Problem Solving Capacity Projects

Community Changes:	CRD Projects for which change is reported No.	%	Mean* Change
1. Citizens in leadership training	77	68%	160.1**
2. Elected officials trained	76	67%	60.3
3. Citizen action groups formed or assisted	74	65%	11.1
4. Citizen action groups helped to improve operations	76	67%	22.3
5. Number of surveys conducted	73	65%	6.3
6. Number government organizations formed	73	65%	2.1
7. Number local governments helped to develop master plans	76	67%	1.7
8. Degree some groups or individuals excluded from planning and decisionmaking	77	68%	2.8
9. Degree decisions made by elites	76	67%	3.6
10. Degree change in number of community organizations cooperating in CRD work	76	67%	6.0

*Numbers reported are means for the number of projects that reported changes. Mean values are in absolute units except when a "degree" of change is reported on a 1-10 scale.

**Mean (160.1) was adjusted to exclude 5 extreme values.

each mean percent change is approximately what might be due to inflation. The other most impressive changes recorded in Table 4.6 include the

13.9 percent increase in use of water, sewer and solid waste systems; 13.2 percent increase in conditions that affect public health; 11.6 percent increase in health delivery facilities, programs and services; and a 15.3 percent increase in the number of families served by recreation programs and/or parks.

Public Policies and Issues Projects

It is apparent from Table 4.7 that 42-56 of the 113 projects resulted in one or more kinds of changes. Increases in the numbers of local communities receiving help with finances or budgeting (14.0 percent), personnel management (5.6 percent), and the adoption of land use control measures (21.8 percent) were reported from approximately 40 projects. The CRD staff report, for 56 of 113 projects, that increased dialogue and awareness resulted from the projects and that the communities were strengthened by the awareness and discussion. Little conflict was generated by the projects and the CRD staff reported that isolated and self-oriented communities did not develop.

Family Income Projects

With the problems of inflation today, which result in many families being faced with serious economic problems, the data in Table 4.8 take on significant meaning. Although only about 25 percent of the 113 CRD projects involved these changes, the changes are important. A mean gain of 7.6 percent in the number of businesses is noted and a mean change of 3.8 percent in the number of jobs is also noted. Furthermore, a mean increase of 3.6 percent in number of people with new job skills was reported for each project. The environment has not suffered greatly from these changes. In fact, the CRD staff reported a mean gain of 9.9 percent increase in quality of the environment. Although only about

Table 4.6 Changes Resulting from Community Facilities and Services' Projects

Community Changes:	CRD Projects for which Change is Reported No.	%	Mean Change*
1. Change in number families served by newly created Fs and Ss	44	39%	30.8%
2. Change in number firms served	45	40%	20.0%
3. Change in number bonds issued by local governments	49	43%	- .8%
4. Change in water systems developed or improved to meet standards	48	42%	9.2%
5. Change in sewer systems developed or improved to meet standards	48	42%	5.7%
6. Change in solid waste systems developed or improved to meet standards	47	42%	10.5%
7. Number of communities deciding against expansion of Fs and Ss	41	36%	0.3
8. Number of communities deciding in favor of expansion of Fs and Ss	38	34%	2.5
9. Change in assessed value of real property	48	42%	8.9%
10. Change in utility rates	43	38%	4.0%
11. Change in real estate value	46	41%	11.9%
12. Changes in land acreage used for food and fiber	46	41%	2.3%
13. Change in duplication of water, sewer, solid waste services	47	42%	1.1%
14. Change in use of water, sewer, solid waste services	41	36%	13.9%
15. Change in conditions that affect public health	40	35%	13.2%
16. Change in health delivery facilities, programs, and services	46	41%	11.6%
17. Change in public transportation Fs and Ss	40	35%	2.5%
18. Number recreation facilities and/or parks constructed, or improved	42	37%	2.4
19. Number recreation programs initiated, expanded, or improved	40	35%	3.3
20. Change in number of families served by recreation programs and/or parks	37	33%	15.3%

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*Numbers reported are means for the number of projects that reported changes. Mean values are in absolute units or in percent (%) changes.

25 percent of the 113 projects resulted in these kinds of changes, they should not be slighted. A gain of 3.8 percent in number of jobs is important for the individuals involved, for local businesses, and for an increased tax base.

Table 4.7 Changes Resulting From Public Policies and Issues Projects

Increase in number of local governments assisted with:	CRD Projects for which change is Reported No.	%	Mean Change*
1. Finances or budgeting	43	38%	14.0%
2. Taxation practices	44	39%	9.6%
3. Personnel management	42	37%	5.6%
4. Adoption land use control measures	43	38%	21.8%
5. Degree awareness and dialogue generated to deal with issues and policies	56	49%	6.8
6. Degree conflict has developed from dialogue and awareness	55	49%	3.6
7. Degree communities strengthened by awareness and discussions	55	49%	6.8
8. Degree isolated and self-oriented communities were developed by awareness and dialogue	52	46%	2.8

*Numbers reported are means for the number of projects that reported changes. Mean values are in percent (%) changes except when a "degree" of change is reported on a 0-10 scale.

Table 4.8 Changes Resulting from Family Income Projects

Community Changes:	CRD Projects for which change is Reported No.	%	Mean* Change
1. Change in number businesses	28	25%	7.6%
2. Change in number of jobs	27	24%	3.8%
3. Decrease in demand for marketable job skills	28	25%	-0.1%
4. Increase in number of people with new job skills	25	22%	3.6%
5. Change in employment rate	27	24%	1.5%
6. Change in real property values	30	26%	5.9%
7. Change in population	30	26%	1.9%
8. Change in assessed valuation of property	28	25%	3.9%
9. Change in quality of environment	29	26%	9.9%
10. Change in agricultural and/or marshland	30	26%	4.9%
11. Change in crime rate	28	25%	0.6%

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*Numbers reported are means for the number of projects that reported changes. All means are in percents (%).

Summary

In this part of the report we have analyzed the impact of CRD projects. We have examined the perceptions of knowledgeable citizens and data provided by CRD staff. Knowledgeables think that CRD services, compared to the services provided by other tax-supported services, are worthy. Although some categories of services are regarded by the knowledgeables as relatively more helpful than others, all categories are evaluated as at least somewhat helpful. CRD staff report a wide variety of kinds of community changes that have resulted in part from their CRD projects. The Community Problem Solving Capacity projects and Community Facilities and Services projects resulted in changes for relatively more communities than did other projects. Hence, these data indicate that at least a moderate degree of change has resulted from the CRD projects. The next relevant question for us to consider is, "Have the community changes resulted in positive and/or negative consequences for local citizens?" In the next part of this report, we will examine in detail the positive and negative consequences for special clients and audiences.

PART FIVE

WHAT ARE THE POSITIVE AND NEGATIVE CONSEQUENCES FOR SPECIAL CLIENT GROUPS?

In this section of the report we present the perceptions of State CRD Leaders; State, Regional and county CRD Staff; and Citizens knowledgeable about CRD activities regarding the positive and negative consequences of Extension CRD efforts for selected groups. Perceptions of positive and negative consequences were assessed for community audiences that are of special interest to the Congress, the Extension service and to the public. The data reported here come from 45 state CRD Leaders, 113 CRD staff who have completed or nearly completed a project in the last 18 months, and from 726 citizens selected by the CRD staff because of their knowledge of CRD activities. The respondents were asked to rate the extent each of nine (9) special client/audiences were likely to have been affected by or shared directly in the positive and negative community consequences resulting from Extension CRD's efforts to help communities reach their goals. Positive and negative consequences were assessed separately for each of the nine (9) client groups and rated on a scale of 0-10 (0= shared to no extent, 10= shared to a great extent).

State Leaders' Perceptions of Positive and Negative Consequences

The mean values for State Leaders', Field Staff's and knowledgeables' perceptions of positive and negative consequences for the nine (9) special audiences assessed in the study are presented in Tables 5.1-5.2. It should be noted that the mean values reported for State Leaders are based upon the average of the values given separately for

Table 5.1 Mean Values for Share in Positive Community Consequences

	Based on perceptions of:		
Audiences:	State* Leaders	Field Staff	Knowledgeables
Low income	5.9	6.5	6.3
Racial/ethnic	5.6	6.0	5.1
Small farmers	5.6	5.4	7.3
Managers	6.4	6.3	5.7
Youth	5.6	6.1	7.3
Senior citizens	6.2	6.4	6.8
Geographically isolated	5.2	5.3	5.4
Local officials	7.6	7.5	7.2
Handicapped	4.7	4.8	5.4

*Values shown for State leaders are based on the mean values for four program categories.

each CRD program category. Net values for positive consequences are presented in Table 5.3. Net values were computed by subtracting the mean score for the extent each group shared in negative consequences from the mean score for the extent each group shared in positive consequences.

According to the perceptions of State leaders, all of the client/audiences shared substantially in positive consequences of CRD programs and efforts. All client groups are perceived to share fairly equally at a moderate level of benefits with the exceptions of local officials who were viewed as most likely to get benefits and the handicapped who were seen as least likely to receive benefits.

Similarly all client groups were perceived by State Leaders to share minimally in the negative consequences of CRD programs. However, local officials, low income persons, and small farmers were viewed as being most likely to get disbenefits, while the handicapped and youth were considered to be the least likely to be disbenefitted.

Table 5.2 Mean Values for Share in Negative Community Consequences

	Based on perceptions of:		
Audiences:	State* Leaders	Field Staff	Knowledgeables
Low Income	2.4	1.0	1.8
Racial/ethnic	2.2	0.9	1.7
Small farmers	2.4	0.9	1.7
Managers	2.2	1.0	1.9
Youth	1.9	0.9	1.6
Senior citizens	2.1	1.1	1.7
Geographically isolated	2.3	1.0	1.8
Local officials	2.4	1.4	1.9
Handicapped	1.8	1.0	1.8

*Values are based on the mean values for four program categories.

CRD Staff's Perceptions of Positive and Negative Consequences

CRD staff's perceptions of positive consequences shared by the nine (9) client/audiences were again rated at a moderately high level.

The views of CRD staff generally coincided with those of State leaders regarding the assessment that local officials were most likely and the handicapped the least likely to get benefits from CRD programs and efforts. When negative consequences are considered, CRD staff perceived a generally lower likelihood of negative consequences for each of the special client/audiences than were perceived by State Leaders or knowledgeable citizens. However, CRD staff also perceived local officials as sharing in the highest level of negative consequences compared to other client groups. Also, according to CRD staff, racial/ethnic minorities, small farmers and youth were least likely to receive disbenefits.

Table 5.3 Net Positive Community Consequences

	Based upon perceptions of:		
Audiences:	State* Leaders	Field Staff	Knowledgeables
Low income	3.5	5.5	4.5
Racial/ethnic	3.4	5.1	3.4
Small farmers	3.2	4.5	5.6
Managers	4.2	5.3	3.8
Youth	3.7	5.2	5.7
Senior citizens	4.1	5.3	5.1
Geographically isolated	2.9	4.3	3.6
Local officials	5.2	6.1	5.3
Handicapped	2.9	3.8	3.6

*Values are based on the mean values for four program categories.

Knowledgeables' Perceptions of Positive and Negative Consequences

As is true for State leaders and CRD staff, the knowledgeable citizens included in the survey also perceived that most client groups were likely to have shared in positive consequences of Extension CRD work. These citizens also viewed local officials as least likely to get the benefits in comparison to other groups except for small farmers and youth who they saw as most likely to receive benefits. This result would appear to be consistent with the traditional view of Extension services as being directed primarily at agricultural and 4-H youth activities. Contrary to the views of State Leaders and CRD staff, knowledgeable citizens viewed racial/ethnic minorities rather than the handicapped as the group most likely to share in positive consequences. When negative consequences are considered by knowledgeable citizens, they viewed local officials and managers as being most likely to share in disbenefits from CRD programming and youth as least likely to share disbenefits.

In summary, it is apparent that State Leaders, CRD staff and citizens knowledgeable about Extension CRD work all perceived that the special audiences shared in the positive consequences to a moderately high extent and that all client groups shared in negative consequences to a small extent. However, in general, the State Leaders perceived a somewhat higher likelihood of negative benefits accruing to the client groups than either CRD staff or knowledgeables. This difference could be due to the distance that State Leaders are removed from what is actually going on and the possibility that they are, therefore, less accurate in their perceived assessments. Or the difference could be due to those most closely involved in CRD activities at the local level (Field staff and knowledgeable citizens) being somewhat more reluctant to report disbenefits for local client groups. A third possibility could be that CRD staff and knowledgeable citizens are, in a sense, too close to the situation to be able to accurately assess it. In other words, their perceptions may reflect some local special interests. The perceptions of State Leaders and CRD staff that local governing officials received the most benefits from CRD activities is consistent with the finding that CRD staff reported the use of local governing officials as the second most frequent source of information for program development, next to clientele. In addition, most of the resources budgeted for CRD programs by State Leaders and most of the 113 projects described by CRD staff in this research focus upon increased community problem solving capacity, and upon increased community facilities and services. These results may explain why local officials are perceived as most likely to receive benefits.

Net positive consequences as perceived by State Leaders, CRD staff, and knowledgeable citizens may also clarify some of the differences among their perceptions. In terms of sharing in positive consequences that have been reduced by the extent each client group is perceived to share in negative consequences, State Leaders and Field staff appear to agree that local government officials received the most net benefits from Extension CRD efforts. Likewise, they agreed that the handicapped and geographically isolated shared in the least net benefits compared to other client groups. Knowledgeable citizens, on the other hand, viewed the most net benefits accruing to small farmers and youth with racial/ethnic minorities, handicapped and geographically isolated receiving the least extent of net benefits.

Planning for future Extension evaluations of CRD programs should take account of an observation made by some CRD staff regarding the sections of their questionnaire which pertain to assessing community changes and the consequences that result, in part, from CRD work. Specifically, some CRD staff indicated difficulty with assessing benefits and disbenefits, noting that the difficulty arose from the absence of mechanisms developed for recording these impacts as part of their regular CRD activities. Extension might consider how procedures could be developed to collect data regarding community changes and positive and negative consequences for clients. Procedures such as these would greatly facilitate future evaluation efforts.

PART SIX

COMMUNITY SUPPORT FOR COMMUNITY RESOURCE DEVELOPMENT

Warren (1978) noted that American communities are experiencing many interrelated changes. One aspect of changes occurring at the community level is increasing federal intervention, accompanied by a trend toward citizen participation. Demands for citizen participation are sometimes based on beliefs that citizen involvement serves as a mechanism for gaining acceptance for programs, reducing alienation, and affording citizens their just share of control over the institutions that govern their lives.

Contemporary events, such as those described above, provide evidence for including public support as one of the essential criteria for evaluating organizational or program effectiveness. Mulford and his colleagues (1977) advocate using public support as one of several multiple organizational effectiveness criteria. They indicate that criteria in the public support domain encompass questions originating from persons outside the organization. Several questions pertaining to community support for CRD were asked in the knowledgeable citizens questionnaire. The response framework for these questions consists of a scale of 0-10, where zero is a reference point for "Not at all" and ten is a reference point for "To a very great extent".

Generally, citizens perceived that CRD programs have above average community support (see Table 6.1). In reference to citizen participation, knowledgeables perceived that people participated in CRD program planning and program implementation at a moderately high level (mean= 6.1 and 6.4, respectively). Another indication of community support is the knowledgeables' beliefs that CRD did an above average job in coordinating its efforts with the community development of other agencies (mean= 6.1). The highest perception of community support was indicated relative to the extent to which CRD programs were consistent with citizens' perceptions of their needs whereas perceptions of the extent to which people had a clear understanding of CRD's mission received the lowest rating (mean= 5.5).

Table 6.1 Mean Scores for Knowledgeables' Responses to Community Support Questionnaire Items

Questionnaire Items:	Mean Scores
Extent to which:	
People participate in planning CRD programs	6.1
People participate in carrying out CRD programs	6.4
People have a clear understanding of CRD's mission	5.5
CRD programs are consistent with citizens' perceptions of their needs	7.7
Other agencies' community development activities are coordinated by CRD	6.1

It has been noted that community and organizational theorists emphasize the importance of community participation while organizational theorists posit that organizational effectiveness is related to public support. Therefore, correlation coefficients were computed to determine the extent to which knowledgeables' perceptions of community support are related to their perceptions of CRD impact in four program areas. Consistent with predictions stated in organizational effectiveness literature, each of the community support variables is significantly related to each of the CRD impact variables (See Table 6.2). Note that the magnitudes of these correlations are moderately high.

These findings have important applied implications for CRD staff. The findings suggest that it may be helpful for CRD staff to continue to be aware of the importance of developing community support. In view of the finding pertaining to knowledgeables' understanding of CRD's mission, efforts may be needed to encourage participation by lay persons, and to communicate with lay persons and their leaders so that they will have opportunities to acquire a better understanding of CRD's mission. CRD staff should be interested in continuing to determine whether their projects are consistent with citizens' perceptions of their own needs. In addition, coordination with other agencies is related to the impact achieved through CRD projects. Hence, continued coordination of CRD efforts with other agencies' community development activities is essential.

Table 6.2 Zero-Order Correlation Coefficients for Community Support and CRD Impact Variables*

CRD Impact Variables / Community Support Variables	Categories of CRD programs			
	Family Income Impact	Community Facilities and Services Impact	Public Policies and Issues Impact	Community Problem-Solving Capacity Impact
People participate in planning CRD programs	.34	.36	.41	.40
People participate in carrying out CRD programs	.36	.43	.40	.43
People have a clear understanding of CRD's mission	.41	.35	.41	.43
CRD Programs are consistent with citizens' perceptions of their needs	.36	.45	.42	.48
Others agencies' community development activities are coordinated by CRD	.38	.49	.46	.46

*All relationships, reported above, are statistically significant at a level above .01.

PART SEVEN

SUMMARY AND IMPLICATIONS

The Congressionally mandated evaluation of CRD programs of the Extension Service undertaken by the U.S.D.A. and the Cooperative State Extension Services sought to: 1) determine the socio-economic consequences of Extension programs, and 2) to identify strategies for improving program evaluation procedures used by U.S.D.A., Science and Education Administration (SEA); Extension; and the State Cooperative Extension Service. Specifically, the aspect of the national evaluation of CRD programs presented in this report was a survey study of CRD State Leaders, a sample of CRD state, regional and county staff and the local citizens named by these CRD staff as citizens that were knowledgeable about Extension CRD programs and activities. The survey was designed to gather data regarding social and economic consequences of CRD programs and the methodologies employed in carrying out Extension CRD activities nationally.

Data were collected from 45 State Leaders, 113 CRD field staff and 726 knowledgeable citizens. Part One of the report presents the evaluation framework for the study, the sources of data and the study limitations.

Part Two contains the results of data regarding what Extension says that CRD workers do. The primary modes of working with local communities, according to Extension CRD Leaders and CRD staff, were providing organizational and leadership training and facilitating organizations and leaders. Also, these sources indicated that explicating problems, needs and aspirations; identifying resources; and integrating people into decisionmaking were the most important process aims of Extension CRD, while the most frequent service was providing information to communities. State Leaders indicated that the typical focus of program development was programs initiated by citizens' groups and that new organizations were seldom created by CRD staff. On the question of accountability, State Leaders and CRD staff think that Extension should be held accountable for the quality of its educational efforts but that local people should be responsible for the results or consequences of decisions affected by CRD educational programs.

Evidence of what Extension CRD is actually doing is reported in Part Three. State Leaders report that most staff years have been and are presently being budgeted for programming and activities to increase community problem solving capacity and for helping communities secure additional facilities and services, with fewer staff resources allocated to the development of family income programs and programs that address public policies and issues. State Leaders, CRD staff and knowledgeable citizens agreed that occasionally local persons took an active part in planning and carrying out CRD programs while State Leaders and CRD staff reported a moderate use of local advisory groups to obtain information for program planning and implementation. Of the 113 projects completed by the 113 CRD staff during the last 18 months, 55 were concerned with development of Community Problem Solving Capacity, 42 involved the development of Community Facilities and Services, 34 addressed Public Policies and Issues and 18 dealt with enhancing Family Incomes. The data regarding actual projects completed are consistent with the data regarding how positions are budgeted by State Leaders. The evaluation of the impact of community resource development porjects is presented in Part

Four. Knowledgeable citizens reported that CRD activities in each of the four program categories were helpful. However, Community Facilities and Services programs and Community Problem Solving programs were considered more helpful than programs aimed at Public Policies and Issues or Family Income. Compared to other tax-supported services, knowledgeable citizens considered Extension CRD services somewhat more worthy. The data indicated that a high proportion of the knowledgeables representing the Extension Council or Board, media, banking and local government as well as other knowledgeables named by the CRD staff had middle to high levels of education and income. However, these factors were not systematically associated with their perceptions of CRD impact.

Changes resulting from CRD activities were reported more frequently for Community Problem Solving projects than for projects in the other three program categories. Most changes involved leadership training programs for local citizens. Specific changes reported were an increase in surveys conducted, action groups formed or assisted, local governments assisted with the development of master plans, and local government organizations formed. These changes suggest a potential for development of action programs by communities for many years.

For projects included in the Community Facilities and Services category the most impressive changes were the increased numbers of families served by newly created facilities and services; the increased number of firms served; the increased percent of water, sewer and solid waste systems that now meet standards; the percent increase in use of water, sewer and solid waste systems; the percent increase in conditions that affect public health, in health delivery systems; and in the number of families served by recreation programs.

Changes reported for Public Policies and Issues projects included increased numbers of local communities receiving help with finances or budgeting, personnel management and the adoption of land use control measures. About one half of the CRD staff, who undertook these projects, reported an increase in dialogue and awareness as a result of projects, and that communities were strengthened by the awareness and dialogue with little community conflict or isolation being generated.

Even though a small proportion of projects were of the Family Income type, the changes reported for these projects are of particular significance because of the increasing economic pressures experienced by many families in recent years. Family Income projects resulted in a gain in the number of businesses, number of jobs and in the number of people with new job skills. Surprisingly, in spite of these changes, an increase in the quality of the environment was also reported. These data indicate that when all projects were considered, at least a moderate degree of change had resulted.

Part Five contains the discussion of perceptions of positive and negative consequences of CRD projects for special client groups. Overall, State Leaders, CRD staff and knowledgeable citizens perceived that each of the special client groups were likely to share substantially in positive consequences of CRD work. Similarly, State Leaders, CRD staff and knowledgeables viewed minimal negative consequences accruing to the client groups, although the State Leaders perceived a somewhat higher likelihood of negative consequences for clients than the other two groups of respondents.

The data regarding community support for community resource development are presented in Part Six. Generally, knowledgeable citizens perceived that CRD programs have above average community support, that people participated in CRD program planning and implementation at a moderately high level and that CRD programs were consistent with the perceived needs of citizens. Knowledgeable citizens also perceived that CRD did an above average job of coordinating efforts with activities of other agencies. As expected, the knowledgeables' perceptions of community support were positively and strongly correlated with their perceptions of CRD impact in the four program areas.

The findings of this study have several important implications. One implication has reference to what CRD is actually doing. That is, among the four program categories identified in the proposed Descriptive Statement, two program categories - Community Problem Solving Capacity and Community Facilities and Services - have been emphasized more by CRD. Also, services, which these program categories encompass, were perceived as having made the greatest impact. If CRD administrators and other appropriate officials decide to retain services in the other program categories, it may be necessary to provide resources necessary for their effective implementation. Otherwise, resources might be more efficiently and economically concentrated on those services which CRD is most willing to support. With reference to Family Income projects, in particular, CRD officials should consider the potential impact that such projects might make in view of current economic problems in the nation. Achievement of greater economic consequences could possibly boost CRD's visibility and its support by more diverse groups.

Reported changes that have resulted in part from CRD projects clearly document that CRD is having an identifiable impact upon the communities which it serves. Further evidence of impact was indicated by knowledgeable citizens' perceptions and their rather strong support of CRD efforts. These findings suggest that community development activities are viable and necessary. If CRD continues to be an Extension Services program, and other mainstream agencies do not absorb CRD work, governmental and Extension officials should continue to seriously consider CRD's funding needs, especially in comparison to the financing of other Extension programs.

The consequences that result from changes that occur in part from CRD work have been identified as a major concern. It is not clear, however, whether our study has clearly resolved this question in view of the many diverse reasons that might possibly explain the three respondent groups' overall tendency to report moderately high positive benefits and few negative consequences for all special client groups. It is evident that future evaluation efforts should seek to develop improved indicators of negative and positive consequences. Also, a specific question that might be of interest is: "Why are some groups such as local government officials nearly unanimously perceived as the greatest beneficiaries of CRD programs instead of other special client groups?" This may be because the close ties with local governments are very visible and because most of the CRD projects involve Community Problem Solving Capacity and Facilities and Services.

In this study, we found that indicators of community support are significantly correlated with the perceived "helpfulness" of CRD projects and "worthiness" compared to other tax-supported services. Given the importance of community support and the relatively strong community support that CRD enjoys, CRD staff should consider ways to further develop and broaden the community support system. CRD staff state that they often acquire information directly from local government officials and from clientele and potential clientele. However, the persons outside of Extension named by CRD staff as most knowledgeable about their CRD projects are predominantly high socio-economic persons. This suggests that additional inputs and feedback from diverse sources should be emphasized. Involving a wide spectrum of citizens might be helpful toward obtaining more information as well as useful in strengthening community support.

While this study provides some evidence regarding what CRD says it does, what CRD is actually doing, and some indications of negative and positive consequences, ongoing or formative evaluations are recommended. This suggestion is substantiated by an observation made by several CRD staff persons regarding the sections of their questionnaire which pertain to assessing community changes and the consequences that result, in part, from CRD work. Specifically, some CRD staff members indicated difficulty with assessing benefits and disbenefits, noting that the difficulty arose from the absence of mechanisms developed for recording changes and consequences as a part of their regular CRD activities. Indicators that appear in the three questionnaires might be considered as items that can be used to develop record keeping forms. Essential information that should be recorded by CRD staff include data pertaining to community changes and consequences of CRD activities. Also, data need to be obtained from persons external to the Extension sysetm in view of the importance of community support for achieving organizational effectiveness and, hence, the need to know the extent to which such support exists. Future research should not be limited to completed or nearly completed projects in that this approach systematically excludes advantages that are associated with formative evaluations and tends to confine the researchers to evaluating primarily "successful" projects. Much could be learned for "unsuccessful" projects for future programming and planning. Utilizing the suggestions proposed here and the questionnaires that are included in the appendix, CRD officials might begin to develop data recording procedures and to plan for future evaluations of CRD programs.

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Appendices

1. Community Resource Development State Program Leaders' Questionnaire
2. Community Resource Development Staff Questionnaire
3. Knowledgeable Citizens' Questionnaire
4. A Descriptive Statement of CRD Work In The United States

COMMUNITY RESOURCE DEVELOPMENT
NATIONAL EVALUATION
STATE PROGRAM LEADERS' QUESTIONNAIRE

GENERAL INSTRUCTIONS

Please Read Carefully Before Proceeding

1. Please answer all of the questions asked in the questionnaire, using the answer categories provided. This is the only way that we can insure that your views, as a program leader, will be recorded. If you wish to qualify your answers in any way, we invite you to do so in the margins, but only after using the answer spaces and categories provided.

2. The questions ask about CRD operations, methods and consequences of CRD work for counties (areas) during 1978. It has been mandated that Extension Service obtain this information this year.

3. It is anticipated that the questionnaire can be completed in about half an hour. Nothing that you say will ever be associated with you as a person. All data will be coded and aggregated for reports and, therefore, lose their individual identity. The questionnaire will be stored in the Sociology Department of Iowa State University.

4. Because you are the Program Leader we are very much interested in your opinions about community resource development in your state.

5. Specific instructions are provided at the beginning of each new section. Please read these carefully. NOTE that some questions have several parts to them. Complete all parts of those questions.

6. When you have completed the entire questionnaire you will find that all you need to do is:

   A. Close the questionnaire booklet,

   B. Staple the booklet along the right edge,

   C. Mail (postage and addresses have already been provided).

THANK YOU FOR YOUR COOPERATION!

Section 1 - Descriptive Statement

First, we would like to ask you three general questions about the Descriptive Statement. (Please circle the number that best indicates your perceptions.)

1. Do you generally agree with the entire Descriptive Statement?

Disagree entirely					Agree to some extent					Agree to a great extent	Mean Scores
0	1	2	3	4	5	6	7	8	9	10	8.3

2. To what extent do you think the Descriptive Statement is supported by the majority of CRD professionals in Extension?

Not Supported					Supported to some extent					Greatly supported	
0	1	2	3	4	5	6	7	8	9	10	7.6

3. If you believe changes should be made in the descriptive statement in order to make it more acceptable, please indicate the specific changes that you would recommend. Note: Please write recommended changes on the enclosed draft of the Descriptive Statement and mail it back to us with this questionnaire. If you have other comments, please write them below.

(Additional comments): ______________________________

(OVER)

Now, we would like to ask you some specific questions about the Descriptive Statement. Please note that questions 4-6 each have two parts.

4. Mention is made on Page 5 of the Descriptive Statement of three modes used by Extension in providing leadership and organizational assistance.

(a) To what extent do you agree that the three modes accurately describe modes used by CRD staff in providing leadership and organizational assistance in your state?

Modes	Disagree entirely					Agree to some extent					Agree to a great extent	
	(Circle your answer)											
(1) Create organizations and provide direct leadership	0	1	2	3	4	5	6	7	8	9	10	7.6
(2) Provide organizational and leadership training	0	1	2	3	4	5	6	7	8	9	10	8.4
(3) Facilitate and support organizations and leaders	0	1	2	3	4	5	6	7	8	9	10	8.6

(b) Please rank order the three modes listed above with regard to how frequently they are used by CRD staff in your state. Use numeral "1" for the mode used most frequently, numeral "2" for the next most frequently used mode, and "3" for the least most frequently used mode.

	Rank		Rank	
		1	2	3
(1) Create organizations and provide direct leadership	____	3	11	31
(2) Provide organizational and leadership training	____	17	23	5
(3) Facilitate and support organizations and leaders	____	25	11	9

Item # three has twenty-five first place mentions.
Item # three is first if you go by first place mentions only.
Item # two has more total first and second place mentions.

5. Mention is made on Page 6 of Extension's professional management and technical assistance efforts (services).

(a) To what extent do you agree that these three efforts accurately describe efforts used by CRD staff to provide professional management and technical assistance in your state?

Efforts (Services)	Disagree entirely					Agree to some extent					Agree to a great extent	
	(Circle your answer)											
(1) Providing the best information to citizens and groups	0	1	2	3	4	5	6	7	8	9	10	8.7
(2) Generating information that is needed by audiences when it is needed	0	1	2	3	4	5	6	7	8	9	10	7.7
(3) Demonstrating and encouraging the use of information in meeting needs of the community	0	1	2	3	4	5	6	7	8	9	10	8.1

(b) Of the three efforts please rank order the efforts in terms of how frequently they are used by CRD staff in your state.

	Rank	Rank		
		1	2	3
(1) Providing the best information to citizens and groups	___	33	8	4
(2) Generating information that is needed by audiences when it is needed	___	6	20	19
(3) Demonstrating and encouraging the use of information in meeting needs of the community	___	6	17	22

Item # one is clearly the top. It has thirty-three first place mentions.

(OVER)

6. Reference is made on Page 10 of the Descriptive Statement of several processes that Extension aims at through its educational efforts.

(a) To what extent do you agree that the processes accurately describe processes used by CRD staff in your state?

Processes	Disagree entirely					Agree to some extent					Agree to a great extent	
	(Circle your answer)											
(1) Explicating problems, needs, aspirations, and directions for solutions	0	1	2	3	4	5	6	7	8	9	10	8.3
(2) Integrating people into the decision-making process	0	1	2	3	4	5	6	7	8	9	10	8.0
(3) Identifying internal and external resources	0	1	2	3	4	5	6	7	8	9	10	8.6
(4) Integrating internal and external resources	0	1	2	3	4	5	6	7	8	9	10	8.0
(5) Integrating those people in the community who own parts of the problems into the community decision-making process through personal involvement or through an empathetic representative (recognized leader)	0	1	2	3	4	5	6	7	8	9	10	7.5

(b) Of the five processes, please rank order these in terms of how frequently they are used by CRD staff in your state. Rank order all five processes please.

		Rank	Rank 1	2	3	4	5
Item # one has the most first and second choices.	(1) Explicating problems, needs, aspirations and directions for solutions	____	21	8	11	2	3
Third	(2) Integrating people into the decision-making process	____	13	9	8	10	5
Second	(3) Identifying internal and external resources	____	8	18	8	10	1
Fifth	(4) Integrating internal and external resources	____	1	4	10	14	16
Fourth	(5) Integrating those people in the community who own parts of the problems into the community decision-making process through personal involvement or through an empathetic representative (recognized leader)	____	2	8	7	8	20

7. The statement of purpose on Page 3 of the Descriptive Statement is:

To provide professional organizational leadership and management education and technical assistance to local people in identifying, defining, and meeting their needs and aspirations using public investment programs and private initiatives to achieve their goals.

To what extent do you agree that the statement of purpose accurately describes the purpose of educational work in Extension's Community Resource Development Education program in your state? (Circle your answer).

Disagree entirely | Agree to some extent | Agree to a great extent

0 1 2 3 4 5 6 7 8 9 10 8.5

8. Also on Page 3 of the Descriptive Statement some of the ways that the CRD program is aimed at helping local citizens to use public programs and private initiatives are noted. To what extent do you agree that the statement accurately describes how citizens are helped in your state?

(a) promoting cooperation among the different segments of the local population and the various interest groups that impact upon the community. (Circle your answer).

Disagree entirely | Agree to some extent | Agree to a great extent

0 1 2 3 4 5 6 7 8 9 10 7.9

(b) helping to meet the goals and aspirations of local citizens and constraints of private sector decision makers and local government officials. (Circle your answer).

Disagree entirely | Agree to some extent | Agree to a great extent

0 1 2 3 4 5 6 7 8 9 10 8.0

(c) integrating the allocations of public and private resources and the needs and aspirations of the community's citizens. (Circle your answer).

Disagree entirely | Agree to some extent | Agree to a great extent

0 1 2 3 4 5 6 7 8 9 10 7.7

(OVER)

9. The statement, "The responsibility for results or consequences (positive or negative) rests with local people .... to the extent that they have facts/knowledge needed to predict and assess the consequences" is found on Page 10. To what extent do you agree with this statement? (Circle your answer).

Disagree entirely	Agree to some extent	Agree to a great extent

0 1 2 3 4 5 6 7 8 9 10 8.8

10. To what extent do you agree with the assertion in the Descriptive Statement on Page 9 that Extension should be held accountable for the quality of its educational efforts (i.e. the information, knowledge, facts, and technical assistance used by local people in making decisions and taking action)? (Circle your answer)

Disagree entirely	Agree to some extent	Agree to a great extent

0 1 2 3 4 5 6 7 8 9 10 9.4

11. The development of CRD programs is discussed on Page 8 of the Descriptive Statement.

(a) To what extent do you agree that the three methods of program development accurately describes how programs are developed in your state?

	Disagree entirely	Agree to some extent	Agree to a great extent	
	(Circle your answer)			
(1) Citizens' groups initiated programs	0 1 2 3	4 5 6 7	8 9 10	8.4
(2) Local governments initiated programs	0 1 2 3	4 5 6 7	8 9 10	8.1
(3) Extension initiated programs	0 1 2 3	4 5 6 7	8 9 10	7.9

(b) Please rank order how frequently the three methods of program development are used in your state.

	Rank	Rank 1	Rank 2	Rank 3
(1) Citizens' groups initiated programs	____	27	8	10
(2) Local governments initiated programs	____	7	20	18
(3) Extension initiated programs	____	11	17	17

Number one is first.

Section II - Budgeted FTEs for CRD Programs

12. Community consequences are generated from efforts exerted primarily in four general program categories: a) family income, b) community facilities and services, c) public policies and issues, and d) community problem solving capacity.

First: We would like for you to indicate the average number of Extension staff years (Budgeted FTEs) per year that your state has had over the last five years for each program category. We appreciate the fact that you probably do not have these data readily available and we will be satisfied with your best estimate. For example, if your state averaged 20 budgeted FTE staff years, and if about 10% of their total time was in the area of family income programs you would record 2.0 FTEs for that category.

Second: Please estimate and indicate the approximate number of Extension staff years (budgeted FTEs) your state had during 1978 for each of the program categories.

Program Categories	Average No. FTEs Budgeted 1974-78	FTEs Budgeted for 1978
(a) FAMILY INCOME - Assisting leaders and rural* citizens to recognize, pursue and make available income producing opportunities for rural people.	4.33	5.02
(b) COMMUNITY FACILITIES AND SERVICES - Professional organization, and leadership and management assistance to community leaders, citizens groups, local governing officials and planning and development organizations in acquiring needed community facilities and services.	6.67	6.80
(c) PUBLIC POLICIES AND ISSUES - Assisting rural citizens and governing officials in their efforts to understand relevant public issues and to influence the formulation of public policies affecting them.	4.02	4.80
(d) COMMUNITY PROBLEM SOLVING CAPACITY - Enhancing the institutional, organizational and leadership capacities of rural communities to involve citizens in development efforts; to define and meet their own needs; and to make public programs and private initiatives meet their needs.	7.58	9.22

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*As used here, "rural" refers to non-metropolitan. We do recognize that in some instances, work has also been conducted with metropolitan citizens. In such instances, please record all budgeted FTEs above.

(OVER)

Section III - Outcomes and Community Consequences

13. The congressional mandate requires that Extension attempt to identify the community changes that have resulted in part from Extension efforts to help communities reach their goals. It is necessary to specify which individuals or groups have benefited and individuals or groups which have been adversely affected by these changes.

(A) For each of the special audiences/client groups listed below, indicate to what extent each is likely to have shared directly in the positive community consequences resulting from CRD's efforts to help communities reach their goals?

(1) Improving family incomes - assisting leaders and rural citizens to recognize, pursue and make available income producing opportunities for rural people.

(Circle your answer)

	To no extent					To some extent					To a great extent	
(a) low income persons	0	1	2	3	4	5	6	7	8	9	10	6.0
(b) racial/ethnic minorities	0	1	2	3	4	5	6	7	8	9	10	5.5
(c) small farmers	0	1	2	3	4	5	6	7	8	9	10	5.7
(d) managers and/or owners of small businesses	0	1	2	3	4	5	6	7	8	9	10	6.3
(e) youth	0	1	2	3	4	5	6	7	8	9	10	5.4
(f) senior citizens	0	1	2	3	4	5	6	7	8	9	10	5.4
(g) the geographically isolated	0	1	2	3	4	5	6	7	8	9	10	5.3
(h) local governing officials	0	1	2	3	4	5	6	7	8	9	10	6.5
(i) handicapped persons	0	1	2	3	4	5	6	7	8	9	10	4.2

Letter (h) is the highest.

Letter (i) is the lowest.

(2) Providing essential community facilities and services - professional organizational, leadership and management assistance to community leaders, citizens groups, local governing officials and planning and development organizations in acquiring needed community facilities and services.

(Circle your answer)

	To no extent					To some extent					To a great extent	
(a) low income persons	0	1	2	3	4	5	6	7	8	9	10	6.9
(b) racial/ethnic minorities	0	1	2	3	4	5	6	7	8	9	10	6.1
(c) small farmers	0	1	2	3	4	5	6	7	8	9	10	5.5
(d) managers and/or owners of small businesses	0	1	2	3	4	5	6	7	8	9	10	6.3
(e) youth	0	1	2	3	4	5	6	7	8	9	10	6.1
(f) senior citizens	0	1	2	3	4	5	6	7	8	9	10	6.9
(g) the geographically isolated	0	1	2	3	4	5	6	7	8	9	10	5.5
(h) local governing officials	0	1	2	3	4	5	6	7	8	9	10	7.8
(i) handicapped persons	0	1	2	3	4	5	6	7	8	9	10	4.9

Letter (h) is the highest.

(3) Understanding public issues and formulating public policies - assisting rural citizens and governing officials in their efforts to understand relevant public issues and to influence the formulation of public policies affecting them.

(Circle your answer)

	To no extent					To some extent					To a great extent	
(a) low income persons	0	1	2	3	4	5	6	7	8	9	10	5.0
(b) racial/ethnic minorities	0	1	2	3	4	5	6	7	8	9	10	5.1
(c) small farmers	0	1	2	3	4	5	6	7	8	9	10	5.7
(d) managers and/or owners of small businesses	0	1	2	3	4	5	6	7	8	9	10	6.6

(OVER)

	To no extent				To some extent				To a great extent			
	(Circle your answer)											
(e) youth	0	1	2	3	4	5	6	7	8	9	10	5.3
(f) senior citizens	0	1	2	3	4	5	6	7	8	9	10	6.2
(g) the geographically isolated	0	1	2	3	4	5	6	7	8	9	10	5.1
(h) local governing officials	0	1	2	3	4	5	6	7	8	9	10	8.2
(i) handicapped persons	0	1	2	3	4	5	6	7	8	9	10	4.9

Letter (h) is the highest.

(4) Improving community problem solving and development capacity - enhancing the institutional, organizational and leadership capacities of rural communities to involve citizens in development efforts; to define and meet their own needs; and to make public programs and private initiatives meet their needs.

	To no extent				To some extent				To a great extent			
	(Circle your answer)											
(a) low income persons	0	1	2	3	4	5	6	7	8	9	10	5.9
(b) racial/ethnic minorities	0	1	2	3	4	5	6	7	8	9	10	5.6
(c) small farmers	0	1	2	3	4	5	6	7	8	9	10	5.6
(d) managers and/or owners of small businesses	0	1	2	3	4	5	6	7	8	9	10	6.5
(e) youth	0	1	2	3	4	5	6	7	8	9	10	5.8
(f) senior citizens	0	1	2	3	4	5	6	7	8	9	10	6.3
(g) the geographically isolated	0	1	2	3	4	5	6	7	8	9	10	5.1
(h) local governing officials	0	1	2	3	4	5	6	7	8	9	10	8.0
(i) handicapped persons	0	1	2	3	4	5	6	7	8	9	10	4.8

(B) For each of the special audiences/client groups listed below, indicate to what extent each is likely to have shared directly in the negative community consequences resulting from CRD's efforts to help communities reach their goals?

(1) Improving family incomes - assisting leaders and rural citizens to recongize, pursue and make available income producing opportunities for rural people.

	To no extent					To some extent					To a great extent	
	(Circle your answer)											
(a) low income persons	0	1	2	3	4	5	6	7	8	9	10	2.6
(b) racial/ethnic minorities	0	1	2	3	4	5	6	7	8	9	10	2.5
(c) small farmers	0	1	2	3	4	5	6	7	8	9	10	2.6
(d) managers and/or owners of small businesses	0	1	2	3	4	5	6	7	8	9	10	2.2
(e) youth	0	1	2	3	4	5	6	7	8	9	10	1.9
(f) senior citizens	0	1	2	3	4	5	6	7	8	9	10	2.3
(g) the geographically isolated	0	1	2	3	4	5	6	7	8	9	10	2.3
(h) local governing officials	0	1	2	3	4	5	6	7	8	9	10	2.2
(i) handicapped persons	0	1	2	3	4	5	6	7	8	9	10	1.9

(2) Providing essential community facilities and services - professional organizational, leadership and management assistance to community leaders, citizens groups, local governing officials and planning and development organizations in acquiring needed community facilities and services.

	To no extent					To some extent					To a great extent	
	(Circle your answer)											
(a) low income persons	0	1	2	3	4	5	6	7	8	9	10	2.7
(b) racial/ethnic minorities	0	1	2	3	4	5	6	7	8	9	10	2.4
(c) small farmers	0	1	2	3	4	5	6	7	8	9	10	2.8
(d) managers and/or owners of small businesses	0	1	2	3	4	5	6	7	8	9	10	2.8

(OVER)

	To some extent					To some extent				To a great extent		
						(Circle your answer)						
(e) youth	0	1	2	3	4	5	6	7	8	9	10	2.2
(f) senior citizens	0	1	2	3	4	5	6	7	8	9	10	2.6
(g) the geographically isolated	0	1	2	3	4	5	6	7	8	9	10	2.5
(h) local governing officials	0	1	2	3	4	5	6	7	8	9	10	2.7
(i) handicapped persons	0	1	2	3	4	5	6	7	8	9	10	1.9

(3) Understanding public issues and formulating public policies - assisting rural citizens and governing officials in their efforts to understand relevant public issues and to influence and formulation of public policies affecting them.

	To some extent					To some extent				To a great extent		
						(Circle your answer)						
(a) low income persons	0	1	2	3	4	5	6	7	8	9	10	2.2
(b) racial/ethnic minorities	0	1	2	3	4	5	6	7	8	9	10	2.1
(c) small farmers	0	1	2	3	4	5	6	7	8	9	10	2.2
(d) managers and/or owners of small businesses	0	1	2	3	4	5	6	7	8	9	10	2.0
(e) youth	0	1	2	3	4	5	6	7	8	9	10	1.8
(f) senior citizens	0	1	2	3	4	5	6	7	8	9	10	2.0
(g) the geographically isolated	0	1	2	3	4	5	6	7	8	9	10	2.2
(h) local governing officials	0	1	2	3	4	5	6	7	8	9	10	2.4
(i) handicapped persons	0	1	2	3	4	5	6	7	8	9	10	1.8

(4) Improving community problem solving and development capacity - enhancing the institutional, organizational and leadership capacities of rural communities to involve citizens in development efforts; to define and meet their own needs; and to make public programs and private initiatives meet their needs.

	To no extent					To some extent					To a great extent	
	(Circle your answer)											
(a) low income persons	0	1	2	3	4	5	6	7	8	9	10	2.0
(b) racial/ethnic minorities	0	1	2	3	4	5	6	7	8	9	10	1.9
(c) small farmers	0	1	2	3	4	5	6	7	8	9	10	2.1
(d) managers and/or owners of small businesses	0	1	2	3	4	5	6	7	8	9	10	2.0
(e) youth	0	1	2	3	4	5	6	7	8	9	10	1.9
(f) senior citizens	0	1	2	3	4	5	6	7	8	9	10	1.7
(g) the geographically isolated	0	1	2	3	4	5	6	7	8	9	10	2.2
(h) local governing officials	0	1	2	3	4	5	6	7	8	9	10	2.3
(i) handicapped persons	0	1	2	3	4	5	6	7	8	9	10	1.8

14. The mandate requires that extension indicate any actual or planned efforts to work with individuals and groups that are most likely to have shared in negative consequences of changes influenced by CRD efforts. Please indicate actions that have been implemented or planned to correct any of these negative consequences.

(a) Efforts completed or underway (specify)

(b) Planned efforts (specify)

15. Positive and negative consequences for communities can also result in part from efforts by other Extension staff (non-CRD), or staff from other agencies, trying to help communities reach their goals. Please specify any actions that have been implemented or planned by CRD to correct any of these negative consequences.

(a) Efforts completed or underway (specify)

____

____

(b) Planned efforts (specify)

____

____

Section IV - The Environment for CRD Work in Your State and Decision-Making and Involvement with Advisory Groups

We would like to ask you about the environment within which CRD programs are carried out in your state. Also, we are interested in knowing how State Program Leaders plan and set priorities for program development.

16. How often are there changes in the social, economic, or political conditions in your state that directly affect your work?

Never happens					Sometimes happens					Very often happens	
0	1	2	3	4	5	6	7	8	9	10	6.6

How often do you:	Never					Occasionally (Circle your answer)					Frequently	
17. Use advisory boards or representatives from citizens' groups to help set priorities?	0	1	2	3	4	5	6	7	8	9	10	7.4
18. Attend meetings of state agencies or conventions?	0	1	2	3	4	5	6	7	8	9	10	7.5
19. Involve other CRD staff at local or district level when priorities are set or programming is discussed?	0	1	2	3	4	5	6	7	8	9	10	8.8
20. Involve field CRD personnel when priorities are set or programming is discussed?	0	1	2	3	4	5	6	7	8	9	10	8.8
21. Involve local governing agencies or representatives of state or federal government at the local level?	0	1	2	3	4	5	6	7	8	9	10	7.2

THANK YOU VERY MUCH FOR YOUR COOPERATION. The time you have taken has contributed much toward the national evaluation of CRD programs. Your cooperation is greatly appreciated.

Community Resource Development
National Evaluation
Staff Questionnaire

GENERAL INSTRUCTIONS

Please Read Carefully Before Proceeding

1. Please answer all of the questions asked in the questionnaire, using the answer categories provided. This is the only way that we can insure that your views about Community Resource Development will be recorded. If you wish to qualify your answers in any way, we invite you to do so in the space provided, but only after answering the questions asked.

2. The questions focus upon CRD activities during 1978 and upon the consequences of CRD work for the county (area) in which you work. We are interested in hearing from you about how the CRD work was accomplished.

3. Nothing that you say will ever be associated with you as a person. All data will be coded and aggregated for reports. The questionnaire will be stored at Iowa State University.

4. Specific instructions are provided at the beginning of each new section. Please read these carefully. NOTE that some questions have several parts. Complete all parts of those questions.

5. When you have completed the entire questionnaire you will find that all you need to do is:

   A. Close the questionnaire booklet,

   B. Staple the booklet along the right edge,

   C. Mail (postage and addresses have already been provided),

   D. Distribute questionnaires to knowledgeable citizens according to the instructions provided in the cover letter.

THANK YOU FOR YOUR COOPERATION!

Community Resource Development
Staff Questionnaire

Section I - Philosophy and Methods of Extension CRD Work

It is very important that we develop a consensus about what Extension's philosophy is and what methods are most often used in Extension CRD work from the point of view of staff who work directly with local citizens and decision makers.

INSTRUCTIONS - *Please circle the number on the scale that best describes your response.*

1. (a) Three modes (methods) of working with local communities have been identified. To what extent do you agree that the three modes accurately describe modes that you use in CRD work?

Modes	Never				(Circle your answer)						Always	
1) Create organizations and provide direct leadership	0	1	2	3	4	5	6	7	8	9	10	4.9*
2) Provide organizational and leadership training	0	1	2	3	4	5	6	7	8	9	10	7.2
3) Facilitate and support organizations and leaders	0	1	2	3	4	5	6	7	8	9	10	8.4

(b) Please rank order the three modes listed above with regard to how frequently you use each mode. Use numeral "1" for the mode used most frequently, numeral "2" for the next most frequently used mode, and "3" for the least most frequently used mode.

Modes	Rank	Rank		
		1	2	3
1) Create organizations and provide direct leadership	____	15	20	78
2) Provide organizational and leadership training	____	33	55	25
3) Facilitate and support organizations and leaders	____	69	37	7

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*The mean responses for community change items are presented for both random sample and case study respondents. For all other items, mean responses are indicated for random sample respondents only.

(OVER)

2. (a) A number of different processes are sometimes used by CRD personnel for helping community decision makers and clientele. To what extent do you agree that the processes accurately describe processes you use in CRD work?

	Never										Always	
	(Circle your answer)											
1) Identifying problems, needs, aspirations, and directions for solutions	0	1	2	3	4	5	6	7	8	9	10	8.
2) Integrating people/groups into the decision-making process	0	1	2	3	4	5	6	7	8	9	10	7.
3) Identifying internal and external resources	0	1	2	3	4	5	6	7	8	9	10	7.
4) Integrating internal and external resources	0	1	2	3	4	5	6	7	8	9	10	7.
5) Integrating those people in the community who own parts of the problems into the community decision-making process through personal involvement or through an empathetic representative (recognized leader)	0	1	2	3	4	5	6	7	8	9	10	7.

(b) Of the five processes, please rank order these in terms of how frequently you use each in your CRD work. Rank order all five processes please.

	Rank	Rank 1	2	3	4	5
1) Identifying problems, needs, aspirations, and directions for solutions	____	67	19	8	7	11
2) Integrating people/groups into the decison-making process	____	22	35	26	18	11
3) Identifying internal and external resources	____	12	40	32	25	3
4) Integrating internal and external resources	____	2	8	24	38	40
5) Integrating those people in the community who own parts of the problems into the community decision-making process through personal involvement or through an empathetic representative (recognized leader)	____	19	10	20	20	43

3. (a) CRD field personnel provide a variety of services for local decision makers. To what extent do you agree that the three services accurately describe services you provide in your CRD work?

	Never										Always	
	(Circle your answer)											
1) Providing information to citizens and groups	0	1	2	3	4	5	6	7	8	9	10	8.7
2) Generating information for audiences when it is needed	0	1	2	3	4	5	6	7	8	9	10	8.1
3) Demonstrating and encouraging the use of information in meeting needs of the community	0	1	2	3	4	5	6	7	8	9	10	8.2

(b) Please rank order the services in terms of how frequently you use each service in your CRD work.

	Rank	Rank		
		1	2	3
1) Providing information to citizens and groups	____	75	22	15
2) Generating information for audiences when it is needed	____	16	43	53
3) Demonstrating and encouraging the use of information in meeting needs of the community	____	26	45	41

4. It is sometimes said that Extension (CRD) is responsible only for the educational process provided. On other occasions it is said that Extension (CRD) is responsible for both the education process as well as positive and negative consequences that result from community decisions affected by CRD educational programs. We would like to know your opinions about this issue.

To what extent do you feel that the responsibility for results or consequences (positive or negative) rests with local people ... to the extent that they have appropriate information, facts and knowledge needed to predict and assess the consequences? (Circle your answer).

Disagree entirely										Fully agree	
0	1	2	3	4	5	6	7	8	9	10	8.4

5. To what extent do you agree with the assertion that Extension should be held accountable for the quality of its educational efforts (i.e. the information, knowledge, acts and technical assistance used by local people in making decisions and taking action)? (Circle your answer).

Disagree entirely										Fully agree	
0	1	2	3	4	5	6	7	8	9	10	8.3

(OVER)

Section II - Economic and Social Consequences (Outcome) of CRD Efforts

General Information

We are asking these questions to help you identify the economic and social consequences of CRD efforts. You may feel reluctant to claim "too much credit" for community changes. However, please note that we are not asking you to state that CRD work was the only cause of change. Instead, we ask that you indicate which changes occurred in part from CRD's help. You may be more used to thinking about educational processes than outcomes or changes so we have listed a wide range of kinds of community changes to help you think in a framework of outcomes that can occur because people and communities participated in Extension CRD programs.

Program Categories

Generally, Extension CRD efforts can be categorized into the following four program categories:

1. Community Problem Solving Capacity - enhancing the institutional, organizational, and leadership capacities of rural communities to involve citizens in development efforts; to define and meet their own needs; and to make public programs and private initiatives meet their needs.

2. Community Facilities and Services - professional organizational, leadership, and management assistance to community leaders, citizens groups, local governing officials and planning and development organizations in acquiring needed community facilities and services.

3. Public Policies and Issues - assisting rural citizens and governing officials in their efforts to understand relevant public issues and to influence the formulation of public policies affecting them.

4. Family Income - assisting leaders and rural citizens to recognize, pursue, and make available income producing opportunities for rural people.

    Business and Industrial Development
    Tourism and Hospitality Industries
    Manpower Development

INSTRUCTIONS - *Your name was provided (or activities) by your State CRD Leader because you have completed one or more CRD projects during the past 18 months or are currently involved in a specific project. Please use the one project or set of activities upon which you have spent most of your time and resources in the past 18 months as your frame of reference when you complete this section.*

FIRST: Describe the one project or set of activities where you have the past 18 months or currently are spending most of your time. Use the program category(s) most closely related to your work as a frame of reference for your description.

Program Category(s): ______________________
(See list on page 4)
____
____
____

Description of Project: ______________________
____
____
____
____
____

SECOND: Answer the questions that relate to the program category(s) you have described above. If your project or activities relate to more than one program category, answer each program category set of questions.

Program Category questions are on the following pages:
*Number of projects classified for each program category.

ndom Sample d 1890		Case Study Contacts	Pages
55	Community Problem Solving Capacity	21	6-7
42	Community Facilities & Services	17	8-11
34	Public Policies and Issues	10	12-13
18	Family Income	16	14-15

NOW, answer each of the questions, in the selected program category sections, according to the instructions provided.

Note: Some projects were classified in more than one category. Therefore, the number of porjects may not equal the total of the number shown.

(OVER)

1. COMMUNITY PROBLEM SOLVING CAPACITY - enhancing the institutional, organizational, and leadership capacities of rural communities to involve citizens in development efforts; to define and meet their own needs; and to make public programs and private initiatives meet their needs. NOTE: Provide your best estimate for the following questions if you have no record of the information.

IN THE PAST 18 MONTHS AND BECAUSE OF THE CRD WORK:

a. How many citizens participated in leadership training activities? ______

	RANDOM SAMPLE & 1890*	CASE STUDY CONTACTS*
Comments:	160.1	126.1
	(five extreme values eliminated)	(two extreme values eliminat

b. How many elected officials participated in leadership training activities? ______

Comments:	60.3	12.6

c. How many citizen action groups were formed or assisted? ______

Comments:	11.1	4.2

d. How many existing community groups were helped to improve their operations (e.g. planning groups, voting leagues, voluntary organizations)? ______

Comments:	22.3	5.9

e. How many surveys were conducted regarding citizens' needs and/or practices? ______

Comments:	6.3	3.9

f. How many government organizations were formed (e.g. water or sewer districts, planning groups, etc.)? ______

Comments:	2.1	1.6

g. How many local governments were helped to develop master plans? ______

Comments:	1.7	1.1

*Note: Values that appear in these columns, Pp. 6-15, indicate the average percent change for the various items. Numbers preceded by (-) indicate percent decrease; numbers that are not preceded by a (+) or (-) sign indicate percent increase.

h. To what degree were some groups or individuals excluded even unintentionally from planning and/or decision making? (Circle the number that best describes the degree the outcome occurred.)

None were excluded										A great many were excluded
0	1	2	3	4	5	6	7	8	9	10

Comments: 2.8 2.2

i. To what degree were decisions made by elites? (Circle the number that best describes the degree the outcome occurred.)

No decisions were made by elites only										All decisions were made by elites only
0	1	2	3	4	5	6	7	8	9	10

Comments: 3.6 2.8

j. (1) To what extent has there been a change in the number of community agencies (i.e. voluntary organizations, private organizations, government agencies) that are involved cooperatively in CRD work? (Circle the number that best describes the extent the outcome occurred.)

No change in number										Many more involved
0	1	2	3	4	5	6	7	8	9	10

Comments: 6.0 6.7

(2) Please list the organizations that cooperated with CRD Extension in the project you described at the beginning of Section II.

NOTE: If this was a category that you selected from the four program categories as a more relevant one to respond to first, please review the remaining categories in order to answer questions that may also address other indicators of the consequences of the project which you described at the beginning of Section II.

2. **COMMUNITY FACILITIES AND SERVICES** - professional organizational, leadership, and management assistance to community leaders, citizens groups, local governing officials and planning and development organizations in acquiring needed community facilities and services.

INSTRUCTIONS - For each of the following questions, write in your estimate of the % increase or decrease that best describes the extent (degree) the outcome occurred. If no change, check (✓) in the blank provided.

IN THE PAST 18 MONTHS AND BECAUSE OF CRD WORK:

a. To what extent was there a change in the number of families served by newly created community facilities and services?

____% Decrease ____ No Change ____% Increase

Comments: 30.8 37.2

(one extreme value eliminated)

b. To what extent was there a change in the number of firms served by newly created community facilities and services?

____% Decrease ____ No Change ____% Increase

Comments: 20.0 15.3

c. To what extent was there a change in the number of bonds issued by local government?

____% Decrease ____ No Change ____% Increase

Comments: - 0.8 7.3

(one extreme value eliminated)

d. To what extent was there a change in the number of water systems developed or improved to meet standards?

____% Decrease ____ No Change ____% Increase

Comments: 9.2 34.7

e. To what extent was there a change in the number of sewer systems developed or improved to meet standards?

____% Decrease ____ No Change ____% Increase

Comments: 5.7 8.6

f. To what extent was there a change in the number of solid waste systems developed or improved to meet standards?

____% Decrease ____ No Change ____% Increase

Comments: 10.5 17.6

g. (1) How many communities decided against expansion of water, sewer, and solid waste services? ____

Comments: 0.3 0.1

(2) How many communities decided in favor of expansion of water, sewer, and solid waste services? ____

Comments: 2.5 3.4

h. As a result of CRD efforts, to what extent was there a change in the assessed valuation of real property?

____% Decrease ____ No Change ____% Increase

Comments: 8.9 4.7

i. As a result of CRD efforts, to what extent was there a change in utility rates?

____% Decrease ____ No Change ____% Increase

Comments: 4.0 0.8

j. As a result of the CRD project you described, to what extent was there a change in real estate value?

____% Decrease ____ No Change ____% Increase

Comments: 11.9 9.6

(OVER)

k. To what extent was there a change in land acreage used for production of food and fiber?

___% Decrease ___ No Change ___% Increase

Comments: 2.3 1.5

l. To what extent has there been a change in duplication of water, sewer, and solid waste services?

___% Decrease ___ No Change ___% Increase

Comments: 1.1 -0.6

m. To what extent has there been a change in the use of existing water, sewer, and solid waste services?

___% Decrease ___ No Change ___% Increase

Comments: 13.9 18.6

n. To what extent has there been a change in conditions which affect public health?

___% Increase in conditions that negatively affect health ___ No Change ___% Increase in conditions that positively affect health

Comments: 13.2 32.1

o. To what extent has there been a change in health delivery facilities, programs and services?

___% Decrease ___ No Change ___% Increase

Comments: 11.6 18.9

p. To what extent has there been a change in public transportation facilities and services including roads?

____% Decrease ____ No Change ____% Increase

Comments: 2.5 10.6

q. How many recreational facilities and/or parks were constructed, expanded, or improved (e.g. bicycle trails, campgrounds, baseball diamonds? ____

Comments: 2.4 3.0

r. How many recreational programs were initiated, expanded, or improved (e.g. Little League, swimming, arts and crafts)? ____

Comments: 3.3 1.3

s. To what extent was there a change in the number of families served by initiation, expansion, or improvement of recreational programs and/or parks?

____% Decrease ____ No Change ____% Increase

Comments: 15.3 12.8

NOTE: If this was a category that you selected from the four program categories as a more relevant one to respond to first, please review the remaining categories in order to answer questions that may also address other indicators of the consequences of the project which you described at the beginning of Section II.

(OVER)

3. PUBLIC POLICIES AND ISSUES - assisting rural citizens and governing officials in their efforts to understand relevant public issues and to influence the formulation of public policies affecting them.

INSTRUCTIONS - *For each of the following questions, write in your estimate or circle the number that describes the extent (degree) the outcome occurred. If no change, check (✓) in the blank provided.*

IN THE PAST 18 MONTHS AND BECAUSE OF CRD WORK:

a. To what degree was there an increase in the number of local governments assisted with changing practices, ordinances or resolutions for:

1) Finances or budgeting? ___ No Change ___% Increase

Comments: 14.0 19.8

2) Taxation practices? ___ No Change ___% Increase

Comments: 9.6 12.4

3) Personnel management? ___ No Change ___% Increase

Comments: 5.6 13.8

(one extreme value eliminated)

4) Adoption of land use control measures? (i.e. land use plans, zoning ordinances) ___ No Change ___% Increase

Comments: 21.8 18.1

b. To what degree has awareness and dialogue been generated among community groups to deal with public policies and issues?

Not at all — To a great extent

0 1 2 3 4 5 6 7 8 9 10

Comments: 6.8 7.2

NOTE: If you answered "Not at all" to (b) above, skip questions (c), (d), & (e).

c. To what degree has awareness and dialogue contributed to conflict among community groups?

Not at all — To a great extent

0 1 2 3 4 5 6 7 8 9 10

Comments: 3.6 2.5

d. To what degree have communities been strengthened by awareness and discussions dealing with public policies and issues?

Not at all — To a great extent

0 1 2 3 4 5 6 7 8 9 10

Comments: 6.8 7.2

e. To what degree has awareness and discussion generated to deal with public policies and issues promoted isolated, self-oriented communities?

Not at all — To a great extent

0 1 2 3 4 5 6 7 8 9 10

Comments: 2.8 2.6

NOTE: If this was a category that you selected from the four program categories as a more relevant one to respond to first, please review the remaining categories in order to answer questions that may also address other indicators of the consequences of the project which you described at the beginning of Section II.

(OVER)

4. **FAMILY INCOME** - assisting rural leaders and citizens to recognize, pursue, and make available income producing opportunities for rural people.

INSTRUCTIONS - *For each of the following questions, write in your estimate of the % increase or decrease that best describes the extent (degree) the outcome occurred. If no change, check (✓) in the blank provided.*

DURING THE PAST 18 MONTHS AND BECAUSE OF THE CRD WORK:

a. To what extent has there been a change in the number of businesses and/or industrial firms operating in the community?

____% Decrease ____ No Change ____% Increase

Comments: 7.6 8.0

b. To what degree was there a change in the number of jobs in the community or area?

____% Decrease ____ No Change ____% Increase

Comments: 3.8 6.5

c. To what degree has there been a decrease in the demand for marketable job skills held by members of the community?

____ No Change ____% Decrease

Comments: -0.1 -1.2

d. To what degree has there been an increase in the number of people who have obtained new marketable job skills?

____ No Change ____% Increase

Comments: 3.6 8.3

e. To what degree has there been a change in the employment rate?

____% Decrease ____ No Change ____% Increase

Comments: 1.5 5.5

f. As a result of the CRD project you described, to what degree has there been a change in real property values?

___% Decrease ___ No Change ___% Increase

Comments: 5.9 8.7

g. As a result of the CRD project you described, to what degree has there been a change in the population?

___% Decrease ___ No Change ___% Increase

Comments: 1.9 2.1

h. As a result of the CRD project you described, to what degree has there been a change in the assessed valuation of property?

___% Decrease ___ No Change ___% Increase

Comments: 3.9 8.7

i. As a result of the CRD project you described, to what extent has there been a change in the quality of the environment? (i.e. water, soil, living conditions, pollution, etc.)

___% Deterioration ___ No Change ___% Improvement

Comments: 9.9 8.0

j. As a result of the CRD project you described, to what extent has there been a change in the agricultural and/or marsh land acreage?

___% Decrease ___ No Change ___% Increase

Comments: 4.9 2.5

k. As a result of the CRD project you described, to what extent has there been a change in the crime rate?

___% Decrease ___ No Change ___% Increase

Comments: 0.6 -0.1

NOTE: If this was a category that you selected from the four program categories as a more relevant one to respond to first, please review the remaining categories in order to answer questions that may also address other indicators of the consequences of the project which you described at the beginning of Section II.

INSTRUCTIONS - Everyone answer Question 5 on this page.

5. Other Indicators of Change

We have provided a list of indicators of consequences and outcomes of CRD work that is at least potentially common to all projects and activities. However, there may be other indicators of outcomes that better reflect the specific and/or unique nature of the project you have described at the beginning of Section II. We have provided the space below to give you an opportunity to list these consequences so that they can be included in the national evaluation of CRD work.

Please list the additional indicators of outcomes and consequences in the left hand column and briefly assess the value to the community in the right hand column.

Indicators	Value to the Community
a) Family Income	
b) Community Facilities and Services	
c) Public Policies and Issues	
d) Community Problem Solving Capacity	

BENEFITS AND ADVERSE EFFECTS

The congressional mandate requires that Extension indicate which individuals or groups have benefited and which have been adversely affected by community changes. Some individuals and groups have traditionally played key roles in community development while others have been less apt to participate in community decisions. Extension is particularly interested in knowing whether those that are less apt to participate have benefited or have been adversely affected. Thus, we are not asking about all possible categories of individuals and groups whom you serve.

We recognize that you may be more accustomed to thinking in terms of benefits rather than adverse effects. However, we are assuming that regardless of the change agent's skills and professional ethics, adverse effects inevitably result from unintended or unexpected events. Therefore, it is equally important to identify both benefits and adverse effects.

1. For each special audience or client group shown below, please indicate to what extent each is likely to have shared directly in the POSITIVE consequences resulting from the project that you described at the beginning of Section II.

(Circle your answer)

	To no extent										To a great extent	
a) managers and/or owners of small businesses	0	1	2	3	4	5	6	7	8	9	10	6.3
b) racial/ethnic minorities	0	1	2	3	4	5	6	7	8	9	10	6.0
c) small farmers	0	1	2	3	4	5	6	7	8	9	10	5.4
d) low income persons	0	1	2	3	4	5	6	7	8	9	10	6.5
e) youth	0	1	2	3	4	5	6	7	8	9	10	6.1
f) the geographically isolated	0	1	2	3	4	5	6	7	8	9	10	5.3
g) senior citizens	0	1	2	3	4	5	6	7	8	9	10	6.4
h) handicapped persons	0	1	2	3	4	5	6	7	8	9	10	4.8
i) local governing officials	0	1	2	3	4	5	6	7	8	9	10	7.5

(OVER)

NOTE: Before answering the following question, please read Question 3 on Page 19.

2. For each special audience or client group shown below, please indicate to what extent each is likely to have shared directly in any NEGATIVE consequences resulting from the project that you described at the beginning of Section II.

	To no extent										To a great extent	
	(Circle your answer)											
a) managers and/or owners of small businesses	0	1	2	3	4	5	6	7	8	9	10	1.0
b) racial/ethnic minorities	0	1	2	3	4	5	6	7	8	9	10	0.9
c) small farmers	0	1	2	3	4	5	6	7	8	9	10	0.9
d) low income persons	0	1	2	3	4	5	6	7	8	9	10	1.0
e) youth	0	1	2	3	4	5	6	7	8	9	10	0.9
f) the geographically isolated	0	1	2	3	4	5	6	7	8	9	10	1.0
g) senior citizens	0	1	2	3	4	5	6	7	8	9	10	1.1
h) handicapped persons	0	1	2	3	4	5	6	7	8	9	10	1.0
i) local governing officials	0	1	2	3	4	5	6	7	8	9	10	1.4

3. The mandate requires that extension indicate any actual or planned efforts to work with individuals and groups that are most likely to have shared in negative consequences of changes influenced by CRD efforts. If negative consequences were identified in (2) above, FIRST, describe the circumstances of the CRD work that led to these negative consequences; SECOND, indicate actions that have been implemented or planned to correct any of the negative consequences.

   a. Circumstances of CRD work (describe)

   b. Efforts completed or underway (specify)

   c. Planned efforts (specify)

(OVER)

Section III - The Environment for Your CRD Work and Sources of Information

It is recognized that programs and organizations are affected by their environments. Environmental conditions sometimes influence the availability of resources and the sources used to obtain information. Environmental factors which affect extension operations include social, economic, and political factors such as: laws, governmental regulations, population composition, public attitudes toward the organization's mission, financial appropriations, etc. We would like to ask you a few questions about the environment within which your CRD work is conducted.

1. What is your best estimate of the current population of the county, state, or area where you do CRD work? (NOTE: Indicate the population only for the specific geographical domain which your CRD work covers.)

Current population for:

county ____________ or state ____________ or area ____________

1970 population for:

county ____________ or state ____________ or area ____________

	Never — Always (Circle your answer)	
2. How often are there changes in social, economic, or political conditions in your county or area that directly affect your CRD work?	0 1 2 3 4 5 6 7 8 9 10	6.0

	Not at all — To a great extent (Circle your answer)	
3. Are the needs and characteristics of the clientele that CRD serves becoming more diverse and heterogeneous?	0 1 2 3 4 5 6 7 8 9 10	7.0
4. To what extent do the number and complexity of environmental factors make decision-making difficult?	0 1 2 3 4 5 6 7 8 9 10	7.0
5. To what extent is additional information about changes in the environment needed for decision-making?	0 1 2 3 4 5 6 7 8 9 10	7.2

6. We are very interested in knowing about your sources of information for program planning.

How often do you obtain information from:	Never				(Circle your answer)						Always	
a. State CRD staff	0	1	2	3	4	5	6	7	8	9	10	7.1
b. Area or district CRD supervisor or program person	0	1	2	3	4	5	6	7	8	9	10	6.2
c. Extension staff who work in your county (area)	0	1	2	3	4	5	6	7	8	9	10	6.9
d. County extension council members	0	1	2	3	4	5	6	7	8	9	10	5.6
e. Clientele	0	1	2	3	4	5	6	7	8	9	10	7.9
f. Potential clientele or individuals or groups that speak for them	0	1	2	3	4	5	6	7	8	9	10	7.3
g. Participation in community affairs other than those sponsored by the Extension Service	0	1	2	3	4	5	6	7	8	9	10	7.0
h. County governments or local governing officials, state and federal government agencies	0	1	2	3	4	5	6	7	8	9	10	7.5
i. State or federal government or agencies of state or federal government	0	1	2	3	4	5	6	7	8	9	10	6.4
j. Other (specify) ______________ ______________________________	0	1	2	3	4	5	6	7	8	9	10	6.8

7. Please provide information about the resources provided by Extension Service for your county (area). We know that you do not have these data easily available, therefore, your best estimate will serve our purposes.

a. For each category of Extension Service Personnel listed, please estimate the total number of days that professional personnel, including yourself, worked on the CRD project described at the beginning of Section II. For example, if three state level persons worked a total of twenty days, record the number 20.

Types of Professional Personnel	Estimated Number of Days
1) State Extension CRD Personnel	Number of days: 31.2
2) Area Extension CRD Personnel	Number of days: 20.6
3) County Extension Staff	Number of days: 27.3
4) Yourself	Number of days: 60.5
5) Professionals from other agencies (governmental, private and voluntary)	Number of days: 45.0

(OVER)

Section IV - Background Information

We are asking these questions to help us interpret this study's findings. In addition, this information will help us to know more about the typical Extension person involved in CRD programs.

1. What is your:

a) Age (Check one)

$\boxed{1}$ 65 or older

$\boxed{2}$ 55 - 64

$\boxed{3}$ 45 - 54

$\boxed{4}$ 35 - 44

$\boxed{5}$ 25 - 34

$\boxed{6}$ 18 - 24

Mean = 3.5, or about 45 years of age.

b) Level of Education (Check one)

☐ Bachelors Degree ☒ Masters Degree** ☐ Doctorate Degree

c) Subject matter and academic specialization for highest degree? ____________

d) Number of years in present position? 8.7

e) Total years in extension? 14.6

REMINDER: Contacting Knowledgeables in your County (Area)

1. Please don't forget to distribute the enclosed Knowledgeable Citizens Questionnaire to the 10 knowledgeable citizens whom you have selected as soon as possible. Urge these people to complete the questionnaire this week!
2. Also, please send us the list of 10 knowledgeables from your county (area) this week.

THANK YOU VERY MUCH FOR YOUR COOPERATION! The time you have taken has contributed much toward the national evaluation of CRD programs. Your cooperation is greatly appreciated.

**Note: The average CRD staff person who completed these questionnaires has a Masters Degree.

Community Resource Development
National Evaluation
Knowledgeable Citizens' Questionnaire

GENERAL INSTRUCTIONS

Please Read Carefully Before Proceeding

1. We are asking knowledgeable citizens to help in this evaluation of Community Resource Development (CRD)* programs sponsored by the State Cooperative Extension Service. Because you are a knowledgeable citizen, we are very much interested in your opinions about Community Resource Development programs in your area. It is anticipated that the questionnaire can be completed in about half an hour.

2. Please answer all of the questions in the questionnaire, using the answer categories provided. This is the only way that we can insure that your views will be recorded. If you wish to qualify your answers in any way, we invite you to do so in the margins, but only after using the answer spaces and categories provided.

3. Nothing that you say will ever be associated with you as a person; the information will be kept completely confidential. (All data will be coded and aggregated for reports. The questionnaire will be stored at Iowa State University.)

4. Specific instructions are provided at the beginning of each new section. Please read these carefully. NOTE that some questions have several parts. Complete all parts of those questions.

5. When you have completed the entire questionnaire you will find that all you need to do is:

   A. Close the questionnaire booklet,

   B. Tape one spot in the center or staple the booklet along the right-hand edge,

   C. Mail (postage and addresses have already been provided).

THANK YOU FOR YOUR COOPERATION!

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*To save reading time, the abbreviation, CRD, will be used for Community Resource Development throughout the questionnaire.

Knowledgeable Citizens' Questionnaire

Section I - Your Relationship With Extension (County Agent's Office) and Community Resource Development (CRD) Programs

Which of the following best describe your relationship with and knowledge about Extension and CRD in your county (area)?

	Random Sample and 1890 Citizens Yes	No	Case Study Citizens Yes
1. I am a frequent participant in Extension programs.	51%		42%
2. I am an occasional participant in Extension programs.	35%		36%
3. I am a frequent participant in Extension's CRD programs.	41%		40%
4. I am an occasional participant in Extension's CRD programs.	39%		40%
5. I am presently a member of the County Extension Council, Committee, or Advisory Body.	27%		22%
6. I was formerly a member of the County Extension Council, Committee, or Advisory Body.	17%		12%
7. I am an elected member of local government.	20%		11%

Section II - Your Opinions of County (Area) CRD Services and Programs

In this section, we would like to ask you some questions about Extension's CRD programs in your county (area).

1. In comparison to other tax-supported services in your county (area), are the services provided by Extension agents doing CRD work worthy of the public (tax monies) required to provide these services? (Circle one number)

Less Worthy Than Other Tax Supported Services	Equally Worthy	More Worthy Than Other Tax Supported Services	Means	Means
			7.3	7.4

0 1 2 3 4 5 6 7 8 9 10

(OVER)

2. To what extent do people in your county (area):

Not at all — To a very great extent

(Circle your answer)

												Means	Mean
a. Take an active part in planning CRD programs with Extension staff members?	0	1	2	3	4	5	6	7	8	9	10	6.1	6.1
b. Take an active part in carrying out CRD programs with Extension staff members?	0	1	2	3	4	5	6	7	8	9	10	6.4	6.3
c. Have a clear understanding regarding the mission of the Extension Service regarding CRD?	0	1	2	3	4	5	6	7	8	9	10	5.5	5.7

3. To what extent are the programs of CRD consistent with your perception of the needs of the people in the county?

Not at all — To a very great extent

0 1 2 3 4 5 6 7 8 9 10 — 7.7 — 7.7

4. To what extent are other community agencies involved in community development?

Not at all — To a very great extent

0 1 2 3 4 5 6 7 8 9 10 — 6.2 — 6.1

5. To what extent are other agencies' community development activities coordinated by Extension CRD efforts?

Not at all — To a very great extent

0 1 2 3 4 5 6 7 8 9 10 — 6.1 — 6.1

Section III - Impact of Extension's Community Resource Development Programs

Extension CRD programs are intended to help local citizens and their communities reach decisions and take actions. The kinds of decisions and actions that CRD staff may help with are listed below in four categories in Column A.

1. We would like for you to tell us how well Extension CRD staff provide services to help citizens and communities make decisions and take actions for each of the four program categories.

A Programs to Aid Local Citizens and Communities	B Do not help … Help very much (Circle your answer)	Means	Means
1) FAMILY INCOME - assisting leaders and rural citizens to recognize, pursue and make available income producing opportunities for rural people	0 1 2 3 4 5 6 7 8 9 10	6.4	6.3
2) COMMUNITY FACILITIES AND SERVICES - providing professional, organizational, and leadership and management assistance to community leaders, citizens groups, local governing officials and planning and development organizations in acquiring needed community facilities and services	0 1 2 3 4 5 6 7 8 9 10	7.5	7.4
3) PUBLIC POLICIES AND ISSUES - assisting rural citizens and governing officials in their efforts to understand relevant public issues and to influence the formulation of public policies affecting them	0 1 2 3 4 5 6 7 8 9 10	6.7	6.8
4) COMMUNITY PROBLEM SOLVING CAPACITY - helping to increase the institutional, organizational and leadership capacities of rural communities to involve citizens in development efforts; to define and meet their own needs; and to make public programs and private initiatives meet their needs	0 1 2 3 4 5 6 7 8 9 10	7.1	7.2

(OVER)

Section IV - Outcomes and Community Consequences for Various Community Audiences/ Client Groups

We need your help with identifying which individuals or groups have benefitted and which individuals or groups have been adversely affected by changes resulting from CRD work. Some individuals and groups have traditionally played key roles in community development while others have been less apt to participate in community decisions. Extension is particularly interested in knowing whether those that are less apt to participate have benefited or have been adversely affected. Thus we are not asking about all possible categories of individuals and groups that CRD serves.

1. For each of the various audiences/client groups listed below, indicate to what extent each is likely to have been affected by or shared directly in the POSITIVE community consequences resulting from Extension CRD's efforts to help communities reach their goals?

Affected By or Shared in Positive Consequences

(Circle your answer)

	Not at all										To a great extent		
												Means	Mea
a) managers and/or owners of small businesses	0	1	2	3	4	5	6	7	8	9	10	5.7	6
b) racial/ethnic minorities	0	1	2	3	4	5	6	7	8	9	10	5.1	5
c) operators and/or owners of small farms	0	1	2	3	4	5	6	7	8	9	10	7.3	7
d) low income persons	0	1	2	3	4	5	6	7	8	9	10	6.3	6
e) youth	0	1	2	3	4	5	6	7	8	9	10	7.3	7
f) the geographically isolated	0	1	2	3	4	5	6	7	8	9	10	5.4	5
g) senior citizens	0	1	2	3	4	5	6	7	8	9	10	6.8	6
h) handicapped persons	0	1	2	3	4	5	6	7	8	9	10	5.4	5
i) local governing officials	0	1	2	3	4	5	6	7	8	9	10	7.2	7

2. Adverse or negative consequences sometimes result because of decisions and actions taken by communities. For each of the various audiences/client groups listed below, indicate to what extent each is likely to have been affected by or shared directly in the NEGATIVE community consequences resulting from Extension CRD staff's efforts to help communities reach their goals?

Affected By or Shared in Negative Consequences

(Circle your answer)

	Not at all										To a great extent	Means	Means
a) managers and/or owners of small businesses	0	1	2	3	4	5	6	7	8	9	10	1.9	1.5
b) racial/ethnic minorities	0	1	2	3	4	5	6	7	8	9	10	1.7	1.5
c) operators and/or owners of small farms	0	1	2	3	4	5	6	7	8	9	10	1.7	1.7
d) low income persons	0	1	2	3	4	5	6	7	8	9	10	1.8	1.6
e) youth	0	1	2	3	4	5	6	7	8	9	10	1.6	1.5
f) the geographically isolated	0	1	2	3	4	5	6	7	8	9	10	1.8	1.7
g) senior citizens	0	1	2	3	4	5	6	7	8	9	10	1.7	1.7
h) handicapped persons	0	1	2	3	4	5	6	7	8	9	10	1.8	1.6
i) local governing officials	0	1	2	3	4	5	6	7	8	9	10	1.9	1.7

ction V - Background Information

We are asking these questions to obtain information about the background characteristics of persons answering this questionnaire and their participation in Extension related activities. Knowing these things about you will help us interpret and understand your opinions and views about Extension's Community Resource Development programs in your county (area).

	Mean Age	Mean Age
First, we would like to ask you, what is your:		
1. Age? (Check one)	50	50

18 or younger ____ 30 - 39 ____ 50 - 59 ____ 70 or older ____
19 - 29 ____ 40 - 49 ____ 60 - 69 ____

(OVER)

2. Level of education? (Please circle the highest grade you completed in school)

Elementary 1 2 3 4 5 6 7 8

High School 9 10 11 12

College 13 14 15 16 or more

3. Primary occupation? (Provide enough information about your primary occupation so that we will understand fully what you do.)

____

____

4. How many years have you lived in this county? ____ years

Mean	Mean
31	27.

5. We are interested in knowing how much you participate in organizations in your community. In how many community organizations do you belong and also participate in actively?

(Write in this blank the number of organizations to which you belong and participate in actively?): ______

Mean	Mean
5.0	4.

6. (OPTIONAL) We are interested in finding out how people from different income levels feel about Extension's CRD programs. Please indicate the range that includes your total family income last year. (Please check ✓ one category.)

Less than $5,000	____	$15,000 - $19,999	____
$5,000 - $9,999	____	$20,000 - $24,999	____
$10,000 - $14,999	____	$25,000 or more	____

*Note: For both random sample and case study knowledgeables, the average income is between 20 and 25 thousand dollars.

THANK YOU VERY MUCH FOR GIVING YOUR TIME TO HELP EVALUATE EXTENSION'S PROGRAMS! THE EVALUATION WOULD BE MEANINGLESS WITHOUT FEEDBACK AND IDEAS FROM PEOPLE WHO HAVE ACTUALLY PARTICIPATED IN OR KNOW ABOUT EXTENSION'S COMMUNITY RESOURCE DEVELOPMENT PROJECTS.

A DESCRIPTIVE STATEMENT
OF
CRD WORK IN
THE UNITED STATES*

By the Task Force
for
National CRD Evaluation

Richard Wheaton - SEA/EXT
Howard Tankersley - SEA/EXT
Mike Duff - Kentucky
Austin Bennett - Maine
Warren McCord - Alabama
Glen Pulver - Wisconsin
Don Sorensen - Colorado

September 1979

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*This document is a revised version of the original descriptive statement developed by the Task Force for National CRD Evaluation during June, 1979. Revisions were made in accordance with suggestions made by State CRD Leaders during the National Evaluation of CRD programs.

THE EXTENSION COMMUNITY DEVELOPMENT PROGRAM -- A DESCRIPTION

Summary

Today, people are paying more attention to community problems caused by population increases, changes in living patterns, technological developments, changes in governmental and social structures and concepts, environmental concerns, and costs of providing facilities and services. What they assumed was their privilege is being challenged, what they expected is becoming too costly, and what they have is losing value.

The overriding challenge is finding ways to deal with these problems generated by this rapid change while considering implications for the future. Any group, in dealing with them, must:

-understand the situation and inherit problems

-know what choices they have

-know how to work together

-know what help is available and how to obtain and use it

Different kinds of help are available from a number of federal, state and local agencies and organizations in the form of money, technical assistance and services. A community group finds difficulty in knowing when and how to use the right kind of help for their particular problem. For example, a community with a housing problem should know when to approach FmHA, HUD, CSA state housing authorities, municipal governments, environmental protection agencies, church groups, local housing organizations, builders, etc.

Federal, state, and local governments provide for a unique educational program to help individuals and communities acquire and apply practical knowledge to their problems by forming the Cooperative Extension Service.* The organization of the Cooperative Extension Service provides knowledge of local problems through staff located in each county in the United States supported by people with specialized knowledge located at the State's Land-Grant University.

Other Extension educational programs have as a primary objective, individual adoption of proven technologies or research results. The Community Development program is the part of Extension education directed at group problem-solving that affects the total community, county, or region and attempts to influence the way in which problems are handled rather than promoting adoption of a particular solution. The way Extension workers do this is to help people from all parts of an area who own the problem and its solution to get together, work on their problems, discover what choices they have, learn how to work together and determine what help to use. In addition, the Extension worker helps the group acquire needed technical knowledge, either from his own educational background or from other sources.

It is important to understand that the group receiving Extension's assistance selects the problem to work on, makes the decisions, and takes action to reach objectives selected by the group. Extension's objective is to help the organization reach its goals. An evaluation of Extension programs must include measuring or estimating the extent to which it has helped each area or community goals. It is important to remember that the organization's goals are not Extension's goals, but the reaching of an organization's goals is evidence that the process of decision-making worked. The consequences of community decision-making fall into four general categories which may be useful in collecting data for evaluation:

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*Smith Lever Act, 7 USC, et. seq. Provision in effect June 23, 1972.

- Family income - assisting leaders and rural citizens to recognize, pursue, and make available income producing opportunities for rural people.
- Community facilities and services - professional organizational, leadership, and management assistance to community leaders, citizens groups, local governing officials and planning and development organizations in acquiring needed community facilities and services.
- Public policies and issues - assisting rural citizens and governing officials in their efforts to understand relevant public issues and to influence the formulation of public policies affecting them.
- Community problem-solving capacity - enhancing the institutional, organizational, and leadership capacities of state and local governments and groups to involve citizens in development efforts; to define and meet their own needs; and to make public programs and private initiatives meet their needs.

Program Description

The purpose of the educational work in Extension's Community Resource Development (CRD) Eudcation program is:

To provide professional, organizational leadership, and management education and technical assistance to local people in identifying, defining, and meeting their needs and aspirations using public investment programs and private initiatives to achieve their goals.

This program is primarily aimed at helping citizens to use public programs and private initiatives intelligently, to increase family incomes, develop community facilities and services, decide public policies and issues and increase their abilities to solve problems by:

1. Developing leaders and teaching and assisting them in organizing into effective groups, to identify and solve community problems through:
    a. Promoting cooperation among the different segments of the local population and the various interest groups that impact upon the community;

b. teaching local citizens how to mesh their goals and aspirations with constraints of private sector decision-makers and local government officials;

c. integrating the allocations of public and private resources and the needs and aspirations of the community's citizens.

2. Providing technical assistance and information and assisting in the developing and conducting of feasibility studies, surveys, etc. necessary to plan and implement projects.

3. Providing objective information on alternative ways of solving particular problems and various sides of public issues and policies.

Extension, with the backup and support of the teaching and research faculties of the University, provides the principal, cooperatively funded, concerted educational effort in the community; (1) that is aimed at and delivered to local citizens, firms and industries located or locating in the community; (2) that has as its basic purpose the strengthening and support of our democratic socio-political system by integrating the needs and aspirations of local people with the structure of local, state, and federal governments and private sector investors'; (3) that enhances the capacity of local people to meet their own needs in the future without, or with a minimum level of, federal intervention; and (4) that is specifically designed to help these diverse interests to mutually satisfy their needs. Mutual satisfaction of needs is critical to establishing mutual direction among the various segments of the community's population as they cope with the social and economic changes impacting the community and the family today.

Through 65 years of delivering educational programs to rural people and local governing officials, the Cooperative Extension Service has developed the trust, respect, and acceptance of these diverse interests in performing this function. As new audiences are given assistance, the programming principles used in the past are employed to develop the same kind of trust, respect, and acceptance among them, over time.

In achieving its purpose, Extension helps local people to integrate the needs and aspirations of people from all sectors of the community with the structures of the public and private sectors of our economy. The objective is to affect the allocation of public and private resources available to meet those needs and aspirations in such ways that mutual satisfaction among the diverse interests is realized and community harmony promoted.

In providing leadership and organizational assistance, Extension workers operate in three modes:

1st Help create community development organizations, ad-hoc or citizens action groups and provide direct leadership. In this mode, the Extension worker helps local citizens to set up the organization required for people to define their needs, evaluate proposals, and initiate action on community development projects to meet their needs.

2nd Providing organizational and leadership training for Community Development. In this mode, the professional Extension worker provides structured learning experiences to local citizens. These are designed to improve knowledge, attitudes and skills in organizational theory, planning, budgeting, group dynamics, group decision-making procedures, social action processes, and other relevant subject matters and encourage citizen participation. Extension workers train organization members and leaders to improve their effectiveness in defining and meeting their own needs and aspirations and recognizing opportunities to participate in the public decision-making process.

3rd Facilitating and supporting community and area organizations and leaders. In this mode, the Extension worker serves as a professional or technical resource person and provides support for existing community development projects. The Extension worker provides information and technical support to local organizational leaders.

In Extension CRD programs, there exists a natural progression through the three modes discussed above. Through work with clientele, community surveys, and other means, community needs and local people who have those needs are identified. Often the Extension worker will organize and lead a group of local citizens through the process of articulating their needs, organizing and selecting leaders to pursue those needs. At first, the Extension worker provides the necessary leadership and the organization exists as an adjunct of the Cooperative Extension Service (the 1st mode). As the group grows in experience and knowledge, the Extension worker helps to develop the leadership skills and abilities of leaders selected from within the group and helps members understand how groups function effectively in the community (2nd mode). Local citizens gradually assume responsibility for maintaining the organization and it exists independent of Extension or any other institution. The Extension worker then moves into a supporting and facilitating role (the 3rd mode).

Extension's professional educational and technical assistance efforts are aimed at:

1. providing the best available scientific, technical, economic, social, demographic, organizational, environmental, and man-

agement knowledge to local and area citizens, citizen action groups, businesses, industries, formal development organizations, interested individuals and state and local government officials;

2. generating information that is needed by these audiences when it is not available from other sources; and
3. demonstrating and encouraging the use of this knowledge and information in meeting the economic, social, and environmental needs of the community.

In these efforts, Extension CRD workers:

-keep up to date in their disciplines and share with their audiences their own expertise when and where it is needed by the groups they work with.

-locate and integrate expertise to be found in the public and private sectors of the community, state or nation with the needs of the people with whom they work.

The underlying purposes of all these activities are:

1. to help groups of local citizens meet their current needs; and
2. to improve the capability of those citizens to meet their own needs in the future.

Extension's Public Policy Education Program is aimed at helping citizens participate in public policy development by providing state and local citizens with information on both sides of public issues and on how public policy is made.

How Extension CRD Education Programs Are Developed

The decision of the State Cooperative Extension Service to make available to the citizens of an area (county, multi-county area, municipality) a faculty member with the knowledge and those skills needed to be an "itinerant teacher" in Community Resource Development based on:

-studies of the demography, economics, and sociology of that community,

-studies of the needs, problems, and aspirations of the people in that community including prioritization of those needs and problems,

-assessments of the probability that an Extension agent or specialist could make a difference.

-assessments of the extent to which needs expressed by people in the community are being met and their problems solved without the presence of an Extension faculty member.

-the extent to which there are geographically, socially, or economically isolated people in the community who are not being served by other efforts and who could benefit from Extension's help.

-the availability of funds to support a faculty member over an extended period of time - long enough to develop, among those who can use this kind of help; the knowledge and skills essential to making the difference.

Once an Extension CRD faculty member is placed in the community or in an office where he can serve a number of communities needing his services, programs are developed in response to the needs that exist.

The most pressing needs felt by local citizens or governing officials - those on which they want help immediately and to which they are willing to commit themselves - are discovered in three ways and Extension's programs are designed to respond appropriately.

a. Citizens' group initiated programs. A large share of programs are initiated by individual citizens or citizen groups when they request assistance in meeting needs they have or in resolving development problems.

b. Local government initiated programs. Some programs are initiated by officials of local, state, or federal governments when they request assistance in resolving development problems, in dealing with conflicts among different segments of the community's population, or in coping with demands that come from outside the community, i.e., federal legislation, state legislation, or changes in resource allocations by the private sector.

c. Extension initiated programs. Some programs are initiated by Extension professionals to deal with problems they discover in the course of working on other problems in the community, in completing community studies, or in response to legislative initiatives of the Congress or state government.

Most CRD workers concentrate their efforts on state and local needs for public policy, economic opportunity, a satisfactory level of community facilities and services and greater problem-solving capacity in rural communities. In any given geopolitical area, the limited expenditures of funds to support community development work severely constrains the number of Extension CRD workers employed. This limits the delivery capacity of the university in making its full range of professional resources available to the communities of any state.

A Division of Responsibilities

As mentioned previously, the Extension CRD Education program is directed at group problem-solving that affects the whole community and attempts to influence the way in which problems are handled rather than adoption of a particular solution. This means that the program's primary objective is change in the processes by which communities make responsible decisions and take responsible action.

Decision-making responsibility is not in Extension's hands - it rests in the hands of local people with whom Extension works -- those who have needs or aspirations to pursue and those who control the resources needed. Extension supports the citizens of the community in their decision-making efforts.

The responsibility for the results or consequences (positive or negative) rests with local people involved in Extension assisted development efforts to the extent that they have the facts/knowledge needed to predict and assess the consequences. They can make decisions with positive impacts on most people if they have the facts needed to predict the consequeces.